

**IMPROVING THE READING COMPREHENSION OF GRADE VII B  
STUDENTS AT SMP N 1 MLATI USING THE K-W-L (Know, Want, Learn)  
TECHNIQUE AT THE ACADEMIC YEAR OF 2013/2014**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of a  
*Sarjana Pendidikan* Degree in English Education**



By:

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YOGYAKARTA STATE UNIVERSITY  
2014**



**APPROVAL SHEET**

**IMPROVING THE READING COMPREHENSION OF GRADE VII B  
STUDENTS AT SMPN 1 MLATI USING K-W-L (Know, Want, Learn)  
TECHNIQUE AT THE ACADEMIC YEAR OF 2013/2014**

**A THESIS**



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## RATIFICATION

**IMPROVING THE READING COMPREHENSION OF GRADE VII B  
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TECHNIQUE AT THE ACADEMIC YEAR OF 2013/2014**

### A THESIS

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Accepted by the Board of Examiners of Faculty of Languages and Arts,  
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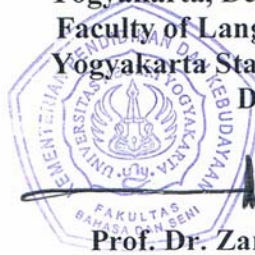
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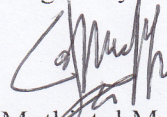
Judul Karya Ilmiah : Improving the Reading Comprehension of Grade VII B  
Students at SMP N 1 Mlati Using the K-W-L (Know, Want,  
Learn) Technique at The Academic Year Of 2013/2014

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Desember 16<sup>th</sup>, 2014

Yang menyatakan,



Eni Muthiatul Muflihah



## **MOTTOS**

If you can't fly, then run,  
If you can't run, then walk,  
If you can't walk, then crawl,  
but whatever you do,  
you have to keep moving forward.

(Martin Luther King Jr.)

Anyone who has never made a mistake had never tried anything new.

(Albert Einstein)

## **DEDICATIONS**

This thesis is especially dedicated to:

- ❖ My beloved Mother and Father  
(Imam Muslim and Siti Muthi'ah)
- ❖ My beloved brother  
(M. Rofiqin)
- ❖ My beloved friends  
(Citra, Dita, Mbak Yuli, and Panji)

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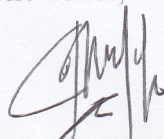
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I realize that my thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I expect that this thesis gives some contributions for the improvements of the English teaching and learning for the readers.

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Yogyakarta, December 16<sup>th</sup>, 2014

The writer,

A handwritten signature in black ink, appearing to read 'Eni Muthiatul Muflihah', written in a cursive style.

Eni Muthiatul Muflihah

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## **LIST OF ABBREVIATION**

IT	: Interview transcript
AP	: Appendix
FN	: Field Note
KTSP	: Kurikulum Tingkat Satuan Pendidikan
LCD	: Liquid-Crystal Display
SMPN	: Sekolah Menengah Pertama Negeri
TV	: Television

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By: Eni Muthiatul Muflihah  
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Abstract

This research aims at improving the reading comprehension of grade VII B students at SMP N 1 Mlati using the K-W-L technique.

In conducting this study, the researcher applied Classroom Action Research (CAR) as the method of the research. It was conducted in two cycles and each cycle consisted of four phases, they were: planning, acting, observing, and reflecting. The subjects of the study were 30 students of Class VII B of SMP N 1 Mlati, Sleman. There were two forms of data in this study. The qualitative data were collected through observation and interview. The data were presented in the form of field notes and interview transcripts. Then, the quantitative data were collected through Pre-test and Post-test. They were presented in the form of scores and analyzed by using descriptive statistics.

In reference to the application of the two cycles, the results of the research revealed that the use of the K-W-L technique successfully improved the students' reading comprehension. The students' interest and attention in the process of teaching and learning English especially in the reading improved. They were also able to explore many words related to the topic of the lesson. In relation to their comprehension of English texts, the students were able to identify main ideas and supporting details of paragraphs correctly. The improvements were also supported by the comparison of the students' mean scores from Pre-test and Post-test, 5.92 and 6.87. Their involvement in the reading class also improved. In addition, the students became more active and they enjoyed the process of teaching and learning reading.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

In this globalization era, people in Indonesia are demanded to master more than one language. English is an international language that is used to communicate among people from different countries. Based on the Standard of Contents for Junior High School (2006), English is one of the compulsory subjects to be studied. Reading, writing, speaking, and listening are the skills that must be mastered by the students.

In learning English, reading is an important skill. According to Patel and Jain (2008: 113-114), reading is an important activity for expanding knowledge of a language. Reading helps students to improve their knowledge about words and English since many articles and journals found in various sources such as internet are mostly written in English. Reading those texts also provide opportunities to study the elements of a language; vocabulary, grammar, pronunciation, and the way students construct sentences, paragraphs, and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lesson (Harmer, 1998:68).

Based on the Standard of Competence of English for Junior High School (2006), one of the Standard of Competences of reading is to understand the meaning of the simple short essays. They are Descriptive texts, Procedure texts, and short

functional texts around students' daily life. In order to make the students understand those texts, the English teachers are expected to have good roles.

They have to teach the reading which is easy to be understood by their students. Thus, the roles of teachers in teaching and learning reading process is not only asks the students to read texts aloud, translating texts and answering questions related to the texts but a good rule for teachers is that they let the students read and comprehend the text when they are ready to do so.

In order to make the students ready to read and comprehend the text, the teacher can do some activities such as give enough chances their students to express and to share their ideas about the topic discussed before understanding the whole text. They also can activate and dig students' background knowledge. An activity such as asking some questions related to the topic can be done by the teacher to build background knowledge. Using pictures as the media can also help them get big pictures of the lesson. Besides, it can build the students' interest and attention toward the lesson. Unfortunately, it did not happen at SMP N Mlati grade VII B.

Based on the researcher's observation in SMP N 1 Mlati grade VII B, when the researcher observed the process of teaching and learning in this school, the researcher found some problems related to the teacher and the students. The situation of teaching and learning process was like this. The teacher started her class by showing a text using an LCD and asking the students to read the text aloud. Before giving a text, the teacher did not give enough warming up or stimulus to the students before facing the English text.



After the students read the text aloud, the teacher asked the students about the difficult that they found from the text. In this situation, almost all the students brought the dictionary; they are electronic and printed dictionaries. Most of the students found several difficult words in the text. It made them difficult in comprehending the text. To find the meaning of those words they opened their dictionary frequently. It was time consuming. Moreover, once they found the meaning of the words, sometimes, they still failed to catch the appropriate meaning.

The next activity was asking the students to write some questions based on the text and then answered it. Some of the students were interested in doing this activity. But some others, especially who sat at the back, were busy doing their own businesses. They were mostly chatting to their friends. As a result, the class became noisy. Unfortunately, the teacher did not give more attention to those students. It resulted at the students' pleasantness in doing their own businesses.

In relation of the problems above, the researcher concluded that the students still lacked vocabulary mastery. The activities in reading class were also monotonous. It made the students have less interest and enthusiasm in the teaching and learning process. Pre-reading activities were also ignored. Instead of preparing the students before reading the text by activating their prior knowledge first, the teacher tended to directly ask the students to read the text. It resulted at the students' difficulty in understanding the text given.

From the illustration above, it can be seen that the teacher did not give enough preparation to their students about the pre-reading activities before asking them to

read the text. The teacher did not tell the students about the topic being discussed in that day. The teacher did not give enough chances to their students to share their ideas about the topic based on the students' prior knowledge. The teacher also did not build and dig their students' prior knowledge about the topic discussed.

Considering those problems above and the prominence of pre-reading activities, the researcher tries to solve it by using K-W-L (*Know, Want, Learn*) technique. By using this technique, the teacher can give enough the pre-reading activities such as ask same questions to the students related to the topic discussed, give enough chances to the students to share their ideas about the topic, and build the students' interest and attention in the process of teaching and learning reading. The K-W-L technique has three steps. The three steps of the KWL technique help the students to comprehend text. In the step K, *What I Know*, students access their background knowledge to connect the content of the text by listing what they already know related to the topic before them reading the text. They activate their prior knowledge about the topic discussed. Then, in step W, *What I want to Know*, they find the new information they want to know related to the content of the text by making some questions, and take notes the information gained and finally recall what they learn in the L stage, *What I Learn*. It becomes a way to use their prior knowledge to connect the content of the new text. These three stages in the K-W-L (Know, Want, Learn) are exactly the same as how the reader comprehend the text. This technique can also help the teacher improve students' reading ability. By using the K-W-L (Know, Want, Learn) technique, the students are expected to be more interested

in reading an English text. In addition, by using the K-W-L (Know, Want, Learn) charts, the students are interested in reading activity.

The researcher tried to implement the KWL technique in the teaching learning process to the first year students of SMP N 1 Mlati. The technique has expected to help the students to improve their comprehension on texts with more challenging activities.

## **B. Identification of the Problem**

Based on a preliminary observation and interviews in SMP N 1 Mlati Grade VII B, there are some factors which influence the teaching and learning process of reading in the classroom. They are identified as follows.

The first problem comes from the students. They were noisy in the class. Some of the students did not pay attention to the teacher. The students who sat at the back were chatting to their friends. They seemed to be uninterested in reading activities. The students also found difficulties in comprehending an English text. It was caused by some factors. First, most of the students still lacked vocabulary mastery. It can be seen when the students read the text. They mostly found many difficult words in the text. They did not know the meaning of even simple words such as “different and between”. They tended to open dictionary to find the meaning of those words. Second, they were not aware of the use of learning strategies.

They seemed to have no interest at the reading activities did not know how to use the efficient comprehension strategies such as making prediction, skimming and scanning and using prior knowledge. Third, most of students were also very passive

in the process of teaching and learning. When they were asked to find unfamiliar words some of them just keep silent. Sometimes, they just chatted with their friends. Only those who are clever were active during the lesson. Last was about the students' interest and attention in the process of teaching and learning reading. They seen did not interest to the activities in teaching reading. They mostly did not pay attention to the teacher explanation. The students, who especially sat at the back, chatted with their fiends and made a noise.

The second problem comes from the teacher. In teaching reading, she just gave the students a text. Then, she asked the students to read the text aloud. After that, she asked the students to answer some questions about the text. The teacher tended asking to the students directly to read the text without giving any preparation for the students before reading. She did not activate students' background knowledge and vocabulary mastery before reading the text. The teacher did not gave some activities to stimuli the students to activate their background knowledge related to the topic and the lesson such as asking some questions related to the topic. She also did not give chance to their students to express and share their ideas related to the topic and the lesson. She ignored the importance of recalling and relating the students' prior knowledge with the input text. She did not give the student enough scaffolding before reading the text. As a result, students found difficulty in comprehending the text. The activities were also monotonous. The students' involvement in the reading class was low. The teacher did not give activities which engaged involved the students. The activities were also rarely done by the teacher. Moreover, the teacher

did not introduce the use of reading strategies such as skimming and scanning, in order to help the students in comprehending the text easier.

The last problem is media. The teacher used LCD Projector only for showing the text to the students. The teacher rarely used such media as pictures when the text not having pictures. Whereas the use of pictures could stimulate the students to recall their prior knowledge related to the topic of the text. Using pictures as the media can help students get big pictures of the lesson. Besides, it can build the students' interest and attention toward the lesson.

### **C. Limitation of the Problem**

Based on background and identification of the problems, there are some problems that occur in SMP N 1 Mlati. However, it is impossible for the researcher to cope those problems. Therefore, the researcher and the English teacher discussed to limit the problem. Finally, the researcher and the English teacher decided that this research was only limited to how to improve students' reading comprehension by applying the K-W-L (*Know, Want, Learn*) technique. The researcher chose this technique because the K-W-L provided activities that help the teacher and the students in teaching and learning reading comprehension before and after reading the text. By using this technique, the teacher can give enough chance to the students to share their ideas related to the topic discussed.

### **D. Formulation of the Study**

Based on the background of the problems above, the researcher formulates the problem as follows.

“How can the reading comprehension of grade VII B students at SMP N 1 Mlati in the academic year of 2013/2014 be improved by using the K-W-L (*Know, Want, Learn*) technique?”

#### **E. The Objective of the Study**

To improve the reading comprehension of Grade VII B at SMP N Mlati in the academic year of 2013/2014 by using the K-W-L (*Know, Want, Learn*) technique.

#### **F. Significance of the Study**

There are some expected advantages that can be acquired from the study:

1. For English teachers, the researcher hopes that the technique can help teachers in teaching English especially in teaching reading. In effort to improve students reading comprehension.
2. For students of SMP N 1 Mlati Grade VII B, the researcher hopes that students can improve their reading comprehension by using this technique.
3. For students of SMP N 1 Mlati Grade VII B, this study will give students new information in effort comprehending the text.
4. For other researchers/readers, it can broaden the knowledge about using the K-W-L (*Know, Want, Learn*) technique in teaching reading comprehension.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Literature Review**

It has been mentioned in the previous section that the aim of the study is to improve the teaching reading comprehension by using K-W-L (Know, Want, Learn) technique in grade VII B of SMP N 1 Mlati Yogyakarta. In this section, the writer presents the literature review, relevant research studies, and conceptual framework.

#### **1. The Nature of Reading and Reading Comprehension**

##### **a. Definition of Reading**

According to Patel and Jain (2008: 113-114), reading is an important activity for expanding knowledge of a language. By reading, the reader can get more knowledge, they can increase their knowledge. Reading can establish previously learned vocabulary and grammar, it can help learners learn new vocabulary and grammar, reading also can be a source of enjoyment and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase (Nation, 2009:49).

According to Johnson (2008:3) reading is an activity of using texts to get comprehension and the meaning of the texts. By reading texts students try to comprehend those texts to get messages. They can find the meaning of new words or the content of the text that they did not know yet.

According to Nuttal (2000:2) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense. The goal of reading is understanding the print and students be able to decode the words on the page and to extract meaning.

#### **b. Definition of Reading Comprehension**

There are some writers who define the reading comprehension. According to Snow (2002:11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Such three dimensions as the reader, the text and the activity are entailed from the definition. The identities and capacities of readers, the texts that are available and valued, and the activities in which readers are engaged with those texts are all influenced by, and in some cases determined by, the sociocultural context. The sociocultural context mediates students' experiences, just as students' experiences influence the context, Snow (2002:12).

Moreover, according to Klingner, K. J, V. S., B. A. (2007:2) reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, to understand the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure:



mentioning, practicing, and assessing. That is, teacher will mention the skills that the students want to use, then they will give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

According to Alderson (2000:28) reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2003:14) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand written text.

From the definitions above, the reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

### **c. Strategies in Reading Comprehension**

In teaching reading especially in reading comprehension, the teacher needs some strategies to make the students comprehend the reading text. According Brown (2001:306-310), there are ten strategies which can be applied in the classroom:

#### **a. Identifying the purpose in reading**

By knowing the real purpose of reading, the reader can throw the unwanted distraction or information out. By doing this, students will know what information they want to know in reading the texts (Brown, 2001:306).

- b. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

According to Brown (2001:306), at the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teachers also need to help students how to read the sounds of words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent “e” such as (late, time, bite, etc), Brown, (2001:306).

- c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced levels, teachers can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important (Brown, 2001:306)

- d. Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the

purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2001:308)

e. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2001:308)

f. Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2001:308).

g. Guessing when you are not certain

Guessing activity is not only for predicting the meaning of unfamiliar words. Teachers also let students to guess a grammatical relationship, discourse relationship, implied meaning, etc. a vital key of this activity is to make what students predict accurate (Brown, 2001).

Meanwhile, Brown (2001:309) states that guess are an extremely broad category. Learners can use guessing to their advantages to:

- (1) guess the meaning of a word,
- (2) guess grammatical relationship (e.g., a pronoun reference),
- (3) guess a discourse relationship,

(4) infer implied meaning (“between the lines”),

(5) guess about a cultural reference, and

(6) guess content messages,

#### h. Analyzing Vocabulary

There are some advantageous strategies to make guessing unfamiliar vocabulary. According to Nation (2009) suggests that teachers and students focus on the most useful vocabulary which has benefits to students’ major. The most useful vocabulary consists of high-frequency words, academic words, and technical words.

According to Brown (2001:310) says that one way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it

#### i. Distinguishing between literal and implied meanings

Brown (2001:310) states that this strategy requires the application of top-down processing skills.

#### j. Capitalizing on discourse markers to process relationship

Many discourse markers (firstly, again, so far, etc.) in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear understanding of such markers can greatly enhance learners’ reading efficiency (Brown, 2001:310).

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students’ reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help

the students in all the other subjects and in the personal and professional lives on their future.

## **2. Teaching Reading**

### **a. Principles of Teaching Reading**

In teaching English, a teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and principles to teach the students so that they can understand well what the teacher teaches in the classroom.

According to Harmer (2001:70), there are six teaching principles that may be appropriate in teaching reading that is summarized below.

#### **1) Reading is not a passive skill.**

Reading is an incredibly active occupation. To do it successfully, readers have to understand what the words mean, see pictures the words are painting, and understand the arguments. If readers do not do those things, then they only just scratch the surface of the text and quickly forget it.

#### **2) Students need to be engaged with what they are reading.**

Students who are not engaged with the reading text, not actively interested with what they are doing, are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

#### **3) Students should be encouraged to respond to the content of a reading text, not just to the language.**

It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. However, the meaning, the message of the text, is important and teachers must give students a chance to respond to that message in some ways. It is especially important that students should be allowed to express their feelings about the topic.

4) Predicting is the major factor in reading

When reading a text in the first language, readers frequently have a good idea of the content before they actually read. Book covers give readers a hint of what is in the book, photographs and headlines hint at what articles are about. The moment the readers get the hint, their brains start predicting what they are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students “hints” so that they can predict what is coming too. It makes them become better and more engaged readers.

5) The task should match to the topic.

Once a decision about what reading texts the students are going to read has been taken, teachers need to choose good reading tasks. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made exciting with imaginative and challenging tasks.

6) Good teachers exploit reading texts to the full.

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

These are the six principles that can be implemented in the teaching reading in the classroom. Teachers can select one or more appropriate principles based on the need of the students because the appropriate principle influences the students' achievement.

#### **b. Teaching Reading in Junior High School Grade VII**

Based on Standard of Competence of Junior High School (2006) grade VII, the teacher should teach short functional texts in the first semester, for examples letters, announcements, and invitations. In second semester, the teachers teach descriptive and procedure texts. In teaching descriptive texts, the teachers usually teach three topics. They are describing peoples, animals, and places. The teachers teach how to describe them and find the specific and general information for them. In teaching descriptive texts teachers are demanded to make students able to comprehend the descriptive text.

Based on Standard of Competence of Junior High School (2006) at grade VII, one of Standard of Competences of reading is to understand the meaning of the simple short essays. They are descriptive texts, procedure texts, and short functional texts surrounding students' daily life. The students are expected to be able to comprehend the meaning of those texts. To make students able in comprehending the text, the teachers should prepare the instruments which are used in teaching. The

instruments are lesson plans, media, and books. Those instruments should prepare before they teach because the teachers should teach the text clearly and comprehensively. The teachers also understand the stages of teaching reading.

This is the Standard of Competence and the Based of Competence that the researcher used in teaching reading.

Table 1: **Standard Competence and the Based Competence**

<b><i>Standar Kompetensi</i></b>	<b><i>Kompetensi Dasar</i></b>
<b><i>Membaca</i></b> <b><i>1. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure yang berkaitan dengan lingkungan terdekat</i></b>	<b><i>1.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</i></b> <b><i>1.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure</i></b> <b><i>1.3 Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk descriptive dan procedure dengan ucapan, tekanan dan intonasi yang berterima</i></b>

### **c. Types of Classroom Reading Performance**

According to Brown (2001:312), a variety of reading performance in the language classroom is derived more from the variety of texts than from the variety of over types of performance. Those types of classroom reading performance are explained as follows:

#### **1. Oral and Silent reading**

Occasionally, a teacher will have a reason to ask a student to read orally. At the beginning and intermediate levels, oral reading can



- a) serve as an evaluative check on bottom-up processing skills,
- b) double as a pronunciation check, and
- c) serve to add some extra student participation if the teacher wants to highlight a certain short segment of a reading passage (Brown, 2001:312).

For advanced levels, usually only advantage (c) can be gained by reading orally. As a rule of thumb, teachers want to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play:

- a. Oral reading is not a very authentic language activity.
- b. While one student is reading, others can easily lose attention.
- c. It may have the outward appearance of student participation when in reality it is mere recitation.

## 2. Intensive and extensive reading

According to Brown (2001:312), silent reading may be subcategorized into intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls the students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship, and the like. Intensive reading may also be a totally content-related reading initiated because of subject-matter difficulty.

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. Most extensive reading is performed outside of class time. Therefore, pleasure reading is often extensive. By stimulating reading for enjoyment or reading where all concepts, names, dates, and other details need not be retained, students gain an appreciation for the effective and cognitive window of reading. Extensive reading can sometimes help learners get away from their tendency to overanalyze and read for understanding (Brown, 2001:313).

### **3. Teaching Reading by Using the K-W-L (Know, Want, Learn) Technique**

#### **a. Definition of the KWL Technique**

According to Ogle (1986) KWL stand for the process of making meaning that begins with what students KNOW, moves to the articulation of questions of what they WANT TO KNOW, and continues as students record what they LEARN. The strategy is designed to be used by a teacher and group of students working together.

Meanwhile according to Riswanto, Risnawati & Lismayanti (2014:228) KWL strategy is a reading strategy that uses questioning to activate prior knowledge, to understand metacognition, and to write to learn. In the first step students, alone or with others, brainstorm *what they know* about the reading topic. Next, students write *what they want to learn* about the topic. Last, students read the material and share *what they have learned*. The KWL (Know, Want, Learned) technique is one of teaching and learning strategies used mainly for information text (Ogle, 1986). The Know-Want-Learn (KWL) technique is a technique which has well-organized steps

to be followed by the students. The technique combines the use of reading strategies in the effort to improve reading comprehension.

In the implementation of this technique the teacher uses charts. The chart is known as KWL chart. The KWL chart consists of three columns. They are *What I Know* (K) column, *What I want to Know* (W) columns, and *What I Learn* (L) column. Below is the example of KWL chart.

### **KWL Chart**

Topic \_\_\_\_\_

K	W	L
What I think I know	What I want to know	What I learned

**Figure 1: The Example of KWL Chart**

The KWL chart also consists of three basic stages (Ros & Vaughn, 2002:179). They are K stage, W stage, and L stage. In the K stage: *What I Know*, the students accessed their background knowledge to connect the content of the text by listing what they already know related to the topic. Then, in the W stage: *What I want to Know*: students determine what they want to know by making questions related to the

topic, and finally recall what they learn in the L stage: *What I Lean*. It becomes a way to use their prior knowledge to connect the content of the new text.

The use of the KWL technique can assist the teacher in teaching reading using an interactive model of reading (Ros & Vaughn, 2002:180). An interactive reading model is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process (Brown, 2001:299). An interactive model emphasizes the role of prior knowledge or pre-existing knowledge in providing the readers with implicit information in the text. In the implementation of the KWL technique, activating the students' prior knowledge is the most important stage.

The KWL (*Know-Want-Learn*) technique has some advantages that can help the students understand the text. The use of the Know-Want-Learn technique in the teaching of reading helps the students check their prior knowledge of a topic, concept, or process before learning about it.

This technique also makes the students established by having brainstorming activity, such as write down about what they already know in the first or pre-reading. In the second step or whilst reading they list information that they want to know before reading the text. In the last step or post reading the students get new information that they have learned from reading (Sulistyo, 2011, p. 85).

The next advantages of the KWL (*Know, Want, Learn*) technique is to stir the students' interest in what students also want to know additionally about the topic. Students also make their own questions about the topic. It can increase the students'

interest because of the fact that the students felt the necessity of finding out what really happen in the text.

## **B. Related Research Studies**

Many researchers and departments had conducted research on the K-W-L (*Know, Want, Learn*) technique. Rini Marina on her study entitled *The Effectiveness of K-W-L (Know, Want to Learn, Learned) Strategy in Teaching Narrative Text Comprehension*. Her research was quasi experimental research. There were two groups. The two groups selected as the “experimental” by using KWL and “control” by using Direct Instructional Method. The result showed that the K-W-L (Know, Want to Learn, Learned) strategy for teaching narrative text comprehension was better than using Direct Instructional Method.

## **C. Conceptual Framework**

This study begins with the problems occurring in English teaching and learning process. The problems were related to the students’ reading comprehension. Comprehending English texts for Junior High School students is very important. Based on the Standard of Competence of English for Junior High School (2006), one of the Standard of Competence of reading is to understand the meaning of the simple short essay. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words, and be able to combine sequential units of meaning into a coherent message (Westwood, 2008: 30). Nevertheless, comprehension is understanding the intended meaning of a whole text delivered by writer.

Based on the observation done in SMP N 1 Mlati, the researcher found some problems in relation to the process of teaching and learning reading. The first is related to the students' interest and attention. Then, they also had lack vocabulary mastery. The next, the teacher dominated the class by explaining the materials during the lesson without giving a chance to the students to express and share their ideas about related to the topic and the lesson. The last, the teacher ignored the important of recalling and relating the students' prior knowledge with the input text. As a result, students found difficulty in comprehending the text.

Based on the problem above, the researcher proposed the KWL (*Know, Want, Learn*) as the technique in the effort to improve students' reading comprehension. The use of the KWL (Know, Want, Learn) technique can help students to develop tactical ways to understand the text by the use of various strategies such as activating prior knowledge, setting a purpose of reading, questioning, making prediction, monitoring comprehension, using skimming & scanning and analyzing vocabulary. Teaching reading by using the KWL technique which is implemented by the KWL chart can help the students in activating their background knowledge related to the topic or the lesson. They have enough chance to express and share their ideas related their knowledge about the topic and the lesson. Through the KWL Chart, the students are expected to recall and use their prior knowledge and connecting to the text given. Therefore, they can comprehend the content of the new text easily. The technique is also expected to make the students have more interesting and challenging activities in reading. Moreover, it is also expected that the students' involvement in reading the

class is better than before. The concept of applying the extensive reading activities can be seen as follows.

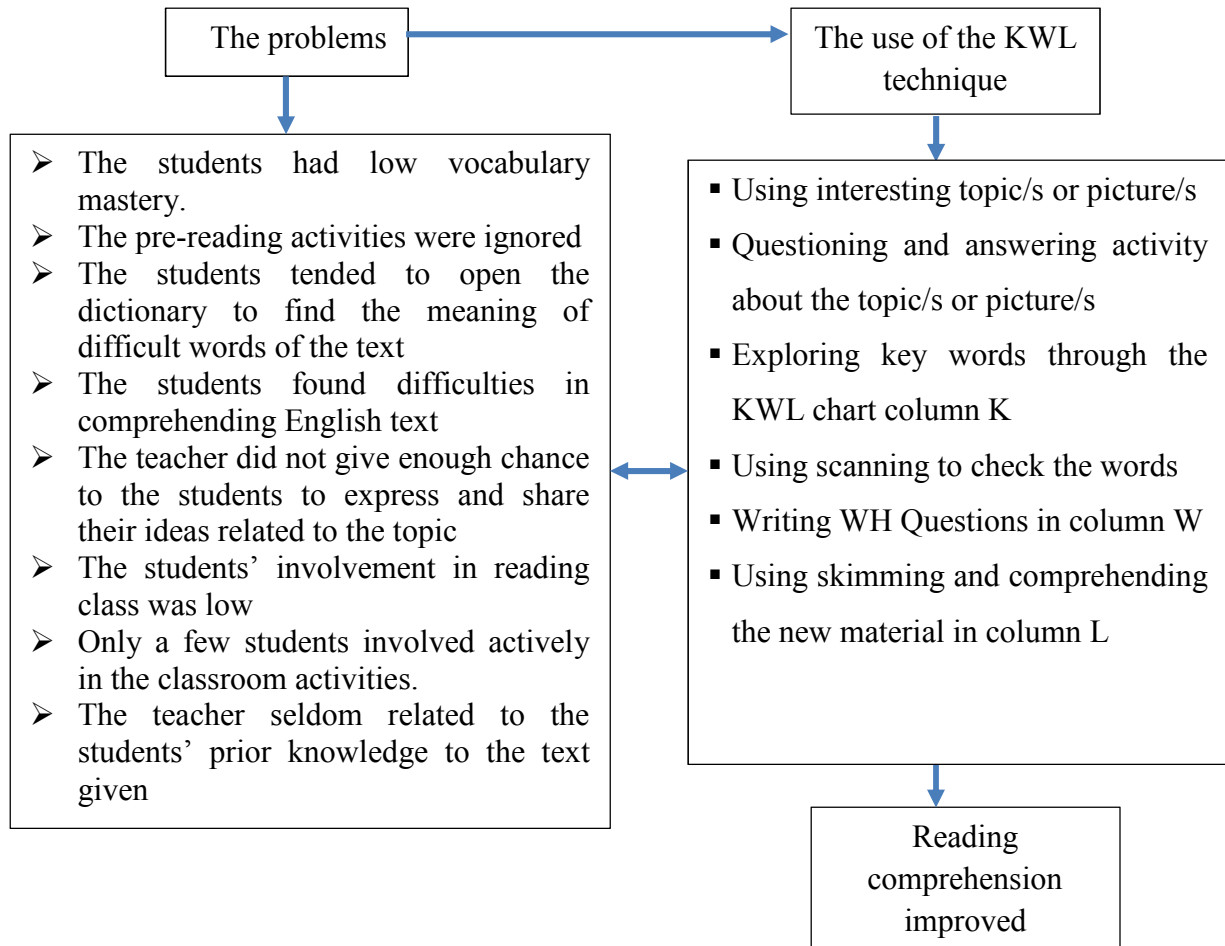


Figure 2: **Conceptual Framework**

## **CHAPTER III RESEARCH METHOD**

### **A. Type of Research**

This study was conducted through action research. Carmen in Burns (2010:5) states that action research is a reflective process that aims to solve particular teaching-learning problems that had been identified. It is also used to measure how the method used in helping students learns the materials. One of the main aims of action research is to identify a ‘problematic’ situation or issue that the participants—who may include teachers, students, managers, administrators, or even parents—consider worth looking into more deeply and systematically (Burns, 2010:2).

As stated at the above paragraph that one of the main aims is to identify ‘problematic’ situations or issues, when the researcher identifies the teacher’s ways of teaching or methods, it does not mean being negative about the way of teaching. Again, the term problematic does not mean that the teacher is an incompetent teacher. The point is that, as a teacher, the researcher often sees gaps between what is actually happening in his/her teaching situation and what he/she would ideally like to see happening. It comes to the assumption that the failure of learners in learning the target language is the effect of the failure of the teacher in presenting the materials. Therefore, the teacher in this case must do a kind of self-evaluation in order to find out the solution for it. This is as what Burns (2010:2) says that action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching context.



This model of action research has often been illustrated through the diagram in figure 3 to show its iterative or recursive nature.

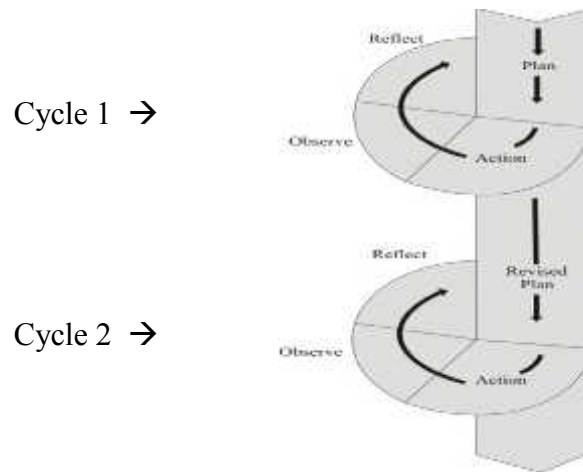


Figure 3: Cyclical AR Model Based on Kemmis and McTaggart (1998)

## B. Setting

### 1. Place of the Research

This research was conducted in SMP N 1 Mlati, Sleman, Yogyakarta, grade VII B in the second semester in the academic year of 2013/2014.

SMP N 1 Mlati is located at Tirtoadi, Mlati, Sleman, Yogyakarta which has twelve classes: four classes for each grade. Each class consists of about 34 students. There were 31 teachers. There were four English teachers in that school, one male and three female. The male teacher teaches grade IX students and the two female teachers teach grade VIII students and the other teaches grade VII students. There were 8 staff members.

In this research, the researcher conducted the research in the class VII B. There are 33 students in grade VII B consisting of 14 female students and 19 male

students. The female and male students are separated into two different groups of seat.

## **2. Time of the Research**

The research was held from February to March 2014. The English teaching and learning process were conducted twice a week. The research was carried out during the English class which was held twice a week in each class.

## **C. The Participants of the Research**

In this research, the participants are the researcher in collaboration with all research members. They are the English teacher, the researcher's colleague, and the students of grade VII B of SMP N 1 Mlati. In the action stage, the subjects of the research were simply the researcher in collaboration with English teacher, and the students of grade VII B of SMP N 1 Mlati.

## **D. Data Collection Procedure**

The data of this research were qualitative and quantitative in nature. The qualitative data were collected through interviewing the English teacher, as the collaborator, interviewing students and observing the teaching learning process. Meanwhile, the quantitative data were collected through conducting the pre-test, and the post-test of the students' reading comprehension ability.

The instruments of qualitative data collection were interview recorder and observation checklists. Meanwhile, the instruments of quantitative data were the pre-test and the post-test. The data were in the form of students' reading comprehension scores.

## **E. The Instruments and Data Collection Techniques**

Based on the researcher elaborating above, the researcher used observation, tests, interview, and field note in this classroom to collect the data.

### **1. Observation**

It is the first activity when researcher carry out/do a research. They used observation to get the data before conducting the classroom research. In this activity, the researcher visited SMP N 1 Mlati to meet the principal to ask permission for carrying out the research in that school. Then, the researcher met the English teacher who teaches Grade VII students to ask permission for observing her class. After that, the researcher observed the teaching and leaning process in grade VII B. The English teacher also helped the researcher do the observation.

### **2. Interview**

To get more information about the teaching and learning English in the classroom, the researcher did some interviews in the school. The researcher interviewed the English teacher and some of students in Grade VII B. The goal was to get information about the teaching and learning process in the classroom.

### **3. Test**

#### **a. Pre-test**

The researcher used pre test and post test to support the qualitative data above. Pre test was used to find out the students' reading ability. The researcher conducted the pre-test in the reconnaissance stage.

b. Post-test

Post-test was used to find out the improvement of reading ability. The post-test was used at the end of the last cycle.

**F. Validity and Reliability**

According to Burns (1999:161-162), there are five validity criteria that can ensure data validity of action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The five validity criteria were discussed below.

1. Democratic validity

According to Burns (1999:161-162) democratic validity is related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed English teachers, and students of SMP N 1 Mlati. In the interview, the researcher got the information after they expressed their ideas, opinion and attitudes toward the problems faced by the students of SMP N 1 Mlati. The interviews were conducted during the research ran.

2. Outcome validity

Outcome validity was related to the result of the actions that was successful within the research context. In this research the outcome validity were related to the improvement of students' reading comprehension under the use of the K-W-L (Know, Want, Learn) technique.

### 3. Process validity

In relation to process validity, the researcher, colleague, and the English teacher have observed the process in implementing the K-W-L (Know, Want, Learn) technique. After that, they conducted a discussion. Through observation sheets, field notes, and interviewing the students, they were able to determine whether the process in implementing the action was successful or not. If the action was unsuccessful in solving the problems, the researcher with the collaborators revised the action and used it in the next cycle.

### 4. Catalytic validity

The researcher got the catalytic validity through the cycle of the action, implementation and observation, and reflection that were done at grade VII B students of SMP N 1 Mlati. Catalytic validity is related to the teacher's understanding about the factors which obstructs the facilitation of the reading teaching learning. In this research, the researcher identified the students' behavior changes occurring during and after the actions done.

### 5. Dialogic validity

Dialogic validity means that the stakeholders can participate in the process of the research (Burns, 1999: 162). Dialogic validity was done by doing dialogue among the researcher, the English teacher, and the students to improve the next action. The dialogic validity was used to look for the success and weakness in the research. The teacher and the students gave critiques and comments related to the action done by the researcher.

In checking the validity and reliability of the data, the researcher used triangulation. The aim of triangulation was to gather multiple perspectives on the situation being studied. In this study, the researcher used time triangulation, space triangulation, and investigator triangulation.

1. Time triangulation: it is used to check the validity of the data which is related to the changes of the processes and behaviors. That is why the implementation of the action is not only done in one cycle as the processes and the students' behaviors may change from time to time. To ensure the time triangulation, the research was **done in four** periods. During these periods, the researcher had found some improvement on students' reading comprehension skills.
2. Space triangulation: the researcher had invited the students, the English teacher, and her colleague as collaborator to participate in this study in order to ensure that the data were collected across different subgroups of people.
3. Investigator triangulation: three observers were involved in this research. **They were** the researcher herself, her colleague and the English teacher as the collaborators. This helped to avoid observer bias and provided checks on the reliability of the observations.

#### **G. Research Procedures**

To carry out the study, the researcher used the action research procedures suggested by Burns (1999:161-162). The procedures consisted of the following steps.

a. Reconnaissance

Reconnaissance is used in the classroom to get information and description of students' reading comprehension in English language processes. In reference to the data of observation and interview, the researcher and the English teacher identified the existing problems related to students' reading comprehension and selected the feasible problems which were possible to be solved

b. Planning

In this step, the researcher worked together with the English teacher to plan some actions to be done in English teaching and learning process based on the problems defined in the previous step. The aim of the actions was to improve the students' reading comprehension by using the K-W-L (Know, Want, Learn) technique. The actions planned to be carried out were presented below.

The first was writing the items that were tested in the pre-test and post-test. In this action, the researcher formulated the test items taken from several resources such as the students' worksheet, the examination tryout, and some course-books.

The second was determining the topic of the text to be taught. Here, the researcher presented describing animals, people, and places topics. Besides, the researcher also prepared the media used in the teaching and learning process such as pictures and power point presentation.

The last was determining the activities. In this step, the researcher planned some interesting activities which could encourage the students to use their ability in

comprehending the reading texts. In planning the actions, the researcher worked together with the English teacher.

c. Action and Observation

In this step, the researcher did the actions that had been planned in the previous step (Kemmis & McTaggart in Burns (2010:8)). The actions were done in six meetings; three meetings for each Cycle. After planning the action, the researcher and the English teacher carried out the act in the classroom.

While the researcher did the actions, her collaborators took notes of the class to observe the students' behaviors during the activities. The collaborators used a checklist to observe and evaluate the events in the classroom. It was done to find problems during the class and see how effective the actions were.

d. Reflection

With regard to the implement processes, the team members evaluated the result of the implement. It was done by discussing the success of the action as problems happening in the classroom during the act based on the observation and interview.



## **CHAPTER IV FINDINGS AND DISCUSSION**

This chapter discusses the findings and discussion which refer to the efforts to improve the students' reading comprehension through the KWL technique. They are presented in four headings: reconnaissance, the implementation of the actions, the general findings, and discussions.

### **A. Reconnaissance**

The research began with finding problems in the field. The researcher gained information about the problems of the teaching of reading by conducting classroom observation. The researcher observed the situation of the English teaching and learning process in grade VII B of SMP N 1 Mlati. At that time, the researcher also conducted interviews with some students and the English teacher. The description of the English teaching and learning process could be seen in the vignette below.

Date: November 09, 2013

Place: Class VII B

At 08.40 the researcher came to the school. Then, she waited the English teacher while she was teaching in the class. Then, she met her to confirm that the researcher would conduct a class observation today. After that, they went to VII B classroom. The class was noisy when the researcher was entering to the classroom.

Firstly, the teacher greeted the students. There were 33 students in the class. Then, the teacher introduced the researcher and informed them that today she was going to observe the situation of teaching and learning process in the class.

The class was noisy, but the English teacher directly tried to make them quiet. After that, the teacher asked the students about the homework given in the previous meeting. It was about writing daily activity in the students' worksheet. Then, they discussed the homework. The teacher asked each student to read their home work. Students were very enthusiastic in discussing the topic.

(Continued)

(Continued)

After 30 minutes, they discussed the answers of the homework. Then, the teacher showed a simple text to the students by using LCD projector. The text was about Building a house. First, she read the text aloud as an example. After that, she asked some students to read the text aloud based on her example. When she found mistakes in students' pronunciation, she just stopped them and corrected it directly. The teacher corrected the students' pronunciation frequently since the students' pronunciation was low. Some of the students did not pay attention to the activity. They seemed uninterested in the reading activity.

Then, the teacher guided the students to understand the text. In guiding the students to understand the text, the teacher asked them to translate each sentence. She asked them, if there were any difficult words. Then, she asked the meaning of words such as *stone*, *paint*, *woods*, *hammer*, and *saw*. To find all of the meaning of the words, the students search from their dictionary. Afterwards, the teacher explained the meaning of those words. However, some students on the back rows were noisy and did not pay attention to the explanation. Since the teacher just stood in front of the class and paid her attention to the students around her, she did not aware that those students on the back rows were noisy.

After translating the text, the teacher read some questions. The students wrote those questions and answers it. Some of students found it difficult to understand the questions. To overcome the difficulty, they searched the meaning each word by opening dictionary. As a result they lacked time to do it. Therefore, she gave extra 10 minutes for the students to answer the questions. After that, they discussed the answers. Although the bell rang, the teacher continued discussing the answers. As a result, no more than half of the students answered all the questions correctly. Then, the teacher ended the class.

Besides conducting the class observation and the interviews with some students, the researcher also conducted a pre-test to measure the students' ability in comprehending English texts.

### **1. Identification of Field Problems**

Considering the results of the interviews, the classroom observation, and the pre-test score, the researcher made a list of problems faced by the students in comprehending an English text.

**Table 2: Field Problems in the English Teaching and Learning Process of Grade VII B Students at SMP N 1 Mlati**

<b>No.</b>	<b>Problems</b>	<b>Code</b>
1.	The students had low vocabulary mastery.	S
2.	The students were noisy during the lesson.	S
3.	The students' involvement in the reading class was low.	S
4.	The students got difficulties in pronouncing the words.	S
5.	The learning activities still lacked interesting activities, such as games.	TT
6.	Only a few students involved actively in the classroom activities.	S
7.	The teacher lacked variation in her teaching technique.	TT
8.	The students were not confident in reading aloud.	S
9.	The pre-reading activities were ignored.	TT
10.	The students tended to open the dictionary to find the meaning of difficult words of the text.	S
11.	The students found it difficult to comprehend English texts.	S
12.	The teacher did not give enough chance to the students to share their ideas related to the topic.	TT
13.	The teacher seldom related to the students' prior knowledge to the text given	TT
14.	The teacher seldom used some strategies in reading.	TT
15.	The teacher dominated the class	T

S: Students    T: Teacher    TT: Teaching Technique

## **2. Problems Selection Based on the Feasibility Level**

After finding the field problems, the researcher and the English teacher discussed to **select the feasible problems to be solved**. The researcher and the collaborator agreed to decide some problems of teaching and learning that were feasible to solve as presented in the following table.

**Table 3: The Feasible Problems to be Solved in the Teaching and Learning Process of Reading in Grade VII B Students**

<b>No.</b>	<b>Problems</b>	<b>Code</b>
1.	The students had low vocabulary mastery.	S
2.	The pre-reading activities were ignored	TT

(Continued)

(Continued)

3.	The students tended to open the dictionary to find the meaning of difficult words of the text.	S
4.	The students found it difficult to comprehend English texts.	S
5.	The teacher did not give enough chance to the students to express and share their ideas related to the topic.	TT
6.	The students' involvement in the reading class was low.	S
7.	Only a few students involved actively in the classroom activities.	TT
8.	The teacher seldom related the students' prior knowledge to the text given.	TT

S: Students    TT: Teaching Technique

The problems above related in the teaching of reading in SMP N 1 Mlati grade VII B, it could be concluded that the teacher ignored the role of the pre-reading phase. The pre-reading phase might contains activities like building the students' vocabulary, recalling the students' background knowledge and relating the knowledge to the material given. When the teacher ignored those activities, she might fail in building the students' vocabulary related to the topic. As a result, the students were not ready to comprehend the input texts. On the other hand, there were no activities, which connected the students' background knowledge and the new knowledge in the material given.

Next, the role of media could not be neglected in the process of teaching and learning reading. The existence of media helped the students in building their interests. When the students were interested in the lesson, they felt easier to understand the materials. On the other hand, when the students were not interested in the materials, they got bored with the lesson. As a result, they did not pay attention to the teacher's explanation.

Finally, all of the problems above caused the most significant problem that the researcher tried to solve. The problem was that the students found difficulties in comprehending English texts.

### **3. Determining the Actions to Solve the Field Problems**

After identifying the field urgent and feasible problems, the researcher and the teacher formulated some actions to solve the problems. The actions are presented as follows.

- a. Using interesting topics and pictures
- b. Questioning and answering activities about the topics and pictures
- c. Exploring key words through the KWL chart column K
- d. Using scanning strategy to check the words
- e. Writing WH Questions in column W
- f. Using skimming and comprehending the new material in column L

The first step was using interesting topics and pictures. The purpose of using interesting topics or pictures was to build students' interest and attention to the materials. Building interest and attention was one of the most significant activities in the teaching and learning processes in general. In teaching and learning reading, this activity became an important activity. Once the students were interested in the lesson, they felt at ease in understanding the lesson. Besides, when the students paid attention to the lesson, the process of teaching and learning reading ran well.

The next step was questioning and answering activities about the topics or pictures. It was almost the same as the first step. This step was done in some ways.

When showing a picture, the researcher asked the students some questions related to the picture and the topics introduced. The researcher also tried to relate the picture and the topic into the students' real life. Those questions were about what the meaning of the topic was, what the picture was, what the students had already know about the picture, and about things, which were related to the picture and the topic.

Beside above, by using the questioning and answering activities topics or pictures, it could help students to recall their prior knowledge related to the topic of the text. They shared what they already know about the topic/pictures.

The third step was exploring key words through the KWL chart column K. This step gave an opportunity to the students to express their ideas based on their prior knowledge related to the topics/pictures of the text. The students predict the content of the text related to topics/pictures. They wrote what they know about the topics/pictures that teacher shown. They might write words, phrases, and sentences in column K of KWL chart based on their knowledge.

This activity was aimed to recall the students' vocabulary and preparing them before reading the materials. This activity could make students interest in pre-reading activity. It also could help students to understand the text easily.

The next step was using scanning to check the words. In this step, the researcher asked the students to check their prediction in a text by using scanning strategy. The purpose of this step was to help the students in connecting their background knowledge related to the topics/pictures with the content of the new text. The researcher also introduced them scanning strategy in reading. In this step, the

researcher also introduced one of the strategies in reading. It was the scanning technique. By using this technique, they could quickly find the specific information from the text without reading through the whole text.

The fifth step was writing WH Questions in column W. After scanning the texts, in this step, the teacher asked the students to make some relevant questions to the topics/pictures and the content of the a text. They made some questions which the answers could be found in the text. From those questions, the students tried to improve their knowledge. The KWL Chart column W facilitated the students in expressing their ideas about the content of a text. Besides, the researcher also gave a chance to them to improve their thinking ability about the content of the text. In this step, the students did the tasks in pairs.

The last step was using skimming and comprehending the new material in column L. In this step, the students skimmed the text in order to find the answer of their questions in column W. Using the skimming strategy, the students could find the answers quickly. They did not read the whole text in order to find the answer. Besides, the researcher introduced new strategies in reading because the English teacher rarely used some strategies in the teaching reading.

In comprehending the new materials, the students were asked to read a text in-depthly. While reading in depth, they were asked to highlight difficult words in the text. After that, she helped the students to comprehend the text by discussing the difficult words, the content of each paragraph such as finding the main idea. In this step, the students also tried to find new information from the text and write the

information in column L. The students could find the new information after they connected their prior knowledge with the material. The comprehension questions were also one of the activities done in this step.

#### 4. The Relationship between the Field Problems and the Actions

After designing the actions, the researcher related the field problems to the actions designed. The following table showed which field problems were related to the actions.

Table 4: The Relationship between Field Problems and the Actions

No.	Actions	Problems
1.	Using interesting topics and pictures	<ul style="list-style-type: none"> <li>The students were not interested in classroom activities during the teaching and learning reading process.</li> </ul>
2.	Questioning and answering activities about the topics and pictures	<ul style="list-style-type: none"> <li>The teacher did not give enough chance to the students to express and share their ideas about the topic discussed.</li> <li>The pre-reading activities were ignored</li> </ul>
3.	Exploring key words through the KWL chart column K	<ul style="list-style-type: none"> <li>The students had low vocabulary mastery.</li> <li>Students' involvement in the reading class was low</li> </ul>
4.	Using scanning strategy to check the words	<ul style="list-style-type: none"> <li>The students tended to open the dictionary to find the meaning of difficult words of the text</li> <li>The teacher seldom related the students' prior knowledge to the text given</li> </ul>
5.	Writing WH Questions in column W	<ul style="list-style-type: none"> <li>The students' involvement in the reading class was low</li> <li>The students found difficulties in comprehending an English text.</li> </ul>
6.	Using skimming and comprehending the new material in column L	<ul style="list-style-type: none"> <li>The students seldom used certain reading strategies.</li> <li>The students found difficulties in comprehending an English text.</li> </ul>

#### B. The Implementation of the Actions

##### 1. The Implementation of Cycle I



### **a. Planning of Cycle I**

The implementation of the KWL (Know, Want, Learn) technique in Cycle I was decided by the teacher and the researcher. In the teaching and learning process, the researcher acted as the teacher and the English teacher acted as the observer. Besides, the researcher also invited her colleague to act as the second observer in order to avoid bias in observing the teaching and learning process of reading in Cycle I and to help the implementation of the actions.

In Cycle I, there were many activities which support the KWL technique. Those activities are mentioned below:

#### **1. Pre-reading Phase**

- a) The teacher chose interesting texts and presented pictures related to the topic in order to attract students, attention and interest.
- b) The teacher asked some questions to the students about the pictures to build their previous knowledge and vocabulary related to the topics and the pictures.
- c) The teacher presents another picture which is related to the text given with the title of the text.
- d) The teacher asks the students to predict words based on their background knowledge and predict the content of the text based on the picture and the title of the text. The teacher asked the students to write everything they have already known about the picture and the title of the text in groups/in pairs. They did it in the column K of the KWL chart.

- e) The teacher asked the students to scan the text in order to check their prediction in column K and discussed together.
- f) The teacher asked the students to write questions in column W that may the answers were on the text.

## 2. Reading Phase

- a) The teacher asked the students to skim the text to find the answers of their questions in column W and write those answers in column L.
- b) The teacher asked the students to read the text in depth in order to find the new information of the text and rewrite in column L too.
- c) The teacher and the students discussed together about the new information that they found from the text.

## 3. Post-reading Phase

- a) The teacher and the students discuss the content of the text together about the difficult words/the new words and check students' KWL chart.
- b) Sometimes, the teacher asks the students to read the text aloud in order to check their pronunciation.
- c) The teacher helped the students comprehending the text by discussing the content of the text (explain how to find the topic and the main idea).

The activities above then were formulated into six steps. They were using interesting topics or pictures, questioning and answering activities about the topics or pictures, exploring key words through the KWL chart column K, using scanning strategy to check the words, writing WH Questions in column W, and using

skimming and comprehending the new material in column L. The brief description of each step is presented below:

1. Using interesting topics and pictures

The purpose of using interesting topics or pictures was to build students' interest and attention to the materials. Building interest and attention was one of the most significant activities in the teaching and learning processes in general. In teaching and learning reading, this activity became an important activity. Once the students were interested in the lesson, they felt at ease in understanding the lesson. Besides, when the students paid attention to the lesson, the process of teaching and learning reading ran well.

Considering the importance of building interest and attention, the researcher used several ways in this step. The researcher chose interesting topics which were closely related to their reality, gave the reading materials from many sources, and told the students about the reading goals so that they were motivated to read the materials. In addition, the researcher also used media in building the students' interest and attention. The researcher used slides, which contained some pictures and interesting materials which were used in the lesson. The pictures were suitable for the topic and material taught. Most of the pictures were taken from the internet, but some of them were also taken from a certain textbook. In selecting the pictures, the researcher also considered how far the pictures would attract the students' interest and how far the students were familiar with the pictures. When the students were attracted and

familiar with the pictures, activating the students' prior knowledge and exploring their vocabulary became easier.

## 2. Questioning and answering activities about the topics and pictures

The next step was questioning and answering activities about the topics or pictures. It was almost the same as the first step. This step was done in some ways. When showing a picture, the researcher asked the students some questions related to the picture and the topics introduced. The researcher also tried to relate the picture and the topic into the students' real life. Those questions were about what the meaning of the topic was, what the picture was, what the students had already know about the picture, and about things, which were related to the picture and the topic.

Beside above, by using the questioning and answering activities topics or pictures, it could help students to recall their prior knowledge related to the topic of the text. They shared what they already know about the topic/pictures.

## 3. Exploring key words through the KWL chart column K

This step gave an opportunity to the students to express their ideas based on their prior knowledge related to the topics/pictures of the text. The students predict the content of the text related to topics/pictures. They wrote what they know about the topics/pictures that teacher shown. They might write words, phrases, and sentences in column K of KWL chart based on their knowledge.

This activity was aimed to recall the students' vocabulary and preparing them before reading the materials. This activity could make students interest in pre-reading activity. It also could help students to understand the text easily.

#### 4. Using scanning to check the words

In this step, the researcher asked the students to check their prediction in a text by using scanning strategy. The purpose of this step was to help the students in connecting their background knowledge related to the topics/pictures with the content of the new text. The researcher also introduced them scanning strategy in reading. In this step, the researcher also introduced one of the strategies in reading. It was the scanning technique. By using this technique, they could quickly find the specific information from the text without reading through the whole text.

#### 5. Writing WH Questions in column W

After scanning the texts, in this step, the teacher asked the students to make some relevant questions to the topics/pictures and the content of the a text. They made some questions which the answers could be found in the text. From those questions, the students tried to improve their knowledge. The KWL Chart column W facilitated the students in expressing their ideas about the content of a text. Besides, the researcher also gave a chance to them to improve their thinking ability about the content of the text. In this step, the students did the tasks in pairs.

#### 6. Using skimming and comprehending the new material in column L

In this step, the students skimmed the text in order to find the answer of their questions in column W. Using the skimming strategy, the students could find the answers quickly. They did not read the whole text in order to find the answer. Besides, the researcher introduced new strategies in reading because the English teacher rarely used some strategies in the teaching reading.

In comprehending the new materials, the students were asked to read a text in-depthly. While reading in depth, they were asked to highlight difficult words in the text. After that, she helped the students to comprehend the text by discussing the difficult words, the content of each paragraph such as finding the main idea. In this step, the students also tried to find new information from the text and write the information in column L. The students could find the new information after they connected their prior knowledge with the material. The comprehension questions were also one of the activities done in this step.

#### **b. Actions and Observations in Cycle 1**

In Cycle 1, the actions were implemented three times; on Wednesday, 26 February, on Tuesday, 04 March, and on Friday, 07 March 2014. The genre of the text was Descriptive text. The pictures used in Cycle I was selected appropriately based on the material being discussed. The pictures were about the animals and places. The pictures of the animals were as follows.



Figure 4: **The Pictures Used as Media in Cycle I**

In this research, the researcher did the actions as the teacher. Meanwhile, the English teacher and the researcher's colleague took notes and observed the teaching and learning process. The implementations of the actions were illustrated as follows.

### 1) Meeting 1

The first action was, using interesting topics or pictures. In this step, the researcher told the students the topic of the day. The topic was closely related to their real life. The researcher selected describing animals as the topic of the lesson. The students were attracted to the topic.

In the beginning of the lesson, the researcher gave warming up to the students. The researcher asked some questions about animals in Tom & Jerry's movie. The aim of this activity was to make sure that students were familiar with describing animals. They could recall their background about those animals.

(4:1)

*"Hari ini kita akan belajar tentang describing animals."* (**"Today we are going to learn about describing animal"**). *"Kalian tahu film Tom and Jerry, disana ada binatang apa saja?" hampir semua siswa menjawab dengan ramai, "Cat, mouse, dog".* (**"Do you know Tom & Jerry's Movie, what are the animal on that movie?". (Almost all students answer, "Cat, mouse, dog")**) *"Lalu apa ciri-ciri dari cat?"* "What is the characteristic of the cat?" "Have 4 legs, have 2 ears, punya ekor," jawab siswa. (**"Have 4 legs, have 2 ears, and have tail"**). *"Ok kalian semua pintar".* (**Ok. You are cleaver**). *"Sekarang kita akan mempelajari tentang hewan ini."* (**"Now we are going to learn about these animals."**)

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Based on the quotation of the field note above, when the researcher asked the students about describing animals, almost all of them answered the questions correctly. They answered shared their knowledge about the animal. They were attracted in mentioning the characteristics of those animals. Therefore, it could be said that the students were attracted to the topic.

In building students' interest and attention, the researcher also used media to make the teaching and learning process more interesting. The researcher chose pictures to build the students' interest and attention. Beside interest and attention, using pictures helped the students in recalling their prior knowledge and made students easily in describing the animal.

The next step was the questioning and answering activities about the topic or pictures. In this step, the researcher showed the students a picture. It was picture of a butterfly. The researcher chose the picture since the text was about butterfly. Then, they started the activity by questioning and answering about the texts. By using questions, the researcher tried to recall students' knowledge about the pictures. Although they were familiar with descriptive texts, the students still needed guidance in building their vocabulary mastery. Some of the questions were asked to the students in relation to the pictures shown in the LCD projector. The students were enthusiastic in answering the questions. By asking the students some questions related to the picture, the researcher also helped them in exploring their vocabulary related to the topic and the picture.

The second step was exploring key words through the KWL chart column K. the researcher asked the students to make predictions. The predictions may be in the form of words, phrases, and even sentences related to the picture and the little of the text. In doing this activity, the students were divided into some groups. Each group consisted of three or four students. In this step, the picture still used as the media, the researcher asked the students to write everything what they know about the



picture/animal in column K of the KWL chart. The use of the pictures had a great role in this step. It made students easy in exploring their knowledge about the animal. By using pictures, the students' background knowledge was activated. Looking at the picture, the students, then, expressed their ideas by mentioning some words and statements related to the pictures.

In making predictions, most of the students' predictions were in the form of words and phrases. They were enthusiastic in joining the activity. However, their predictions were limited and closely similar among the groups because it was the first time for the students dealing with the predictions activity, especially in the English subject class. It could be proven from the quotation of the interview transcript below.

(4:2)

R : *Kalo memprediksi isi teks lewat gambar pernah nggak dik?*

**(How about making prediction based on pictures? Have you ever had this kind of activity?)**

S1&S2: *Belum.* **(Not yet.)**

R : *Jadi baru pertama kali ini dik?* **(So, is this the first time?)**

S1&s2 : *Iya.* **(Yes)**

AP-B/ IT/ 8/ P. 154

The quotation above showed that the teachers never conducted the prediction activity for the English subject. It might be the cause of the students' confusion in doing the activity. That is why, the predictions between one group and the other groups were closely similar. The students tended to cooperate not only with their group but also with other groups.

The third step was using scanning to check the words. The researcher showed a new text about butterfly. Then, she asked the students to scan the text in order to

check their predictions. In this activity, the students had actually had some ideas and knowledge about butterfly. Then, when they scanned the text, they tried to make connection between their prior knowledge and the new material. In this step, most of the students' predictions were the same as others. They only said the characteristics of the butterfly in general like the butterfly have beautiful wings, beautiful wings, small legs or are insects.

The next step was writing WH Questions in column W. In this step, the researcher asked the students to make some questions related to the picture/topic. They had to write some questions related to the picture/text. The students wrote some questions about what they want to know related to the picture. The aim of this activity was to improve the students' critical thinking about the pictures.

In doing this activity, the students were still confused because it was the first time for them. Some of them made mistakes in writing the questions. For example: "What he have fly?", "How many wings in the Butterflies?". Most of them could only write questions which they had been already known the answers. For example: "*How many eyes do they have?*". "*How many wings does Butterfly have?*". "*How many antennas do they have?*". Based on those findings, it could be concluded that the students still needed guidance in writing questions.

The last step was using skimming and comprehending the new material in column L. The researcher showed a text and asked students to skim it. By skimming, they had to find the answers of their questions from that text and wrote the answers in column L. The aim of this activity was to introduce the certain reading strategy. The

strategy could help the students find the information they need, such as topics, main ideas, and the messages of the text, quickly. It was also time saving. After that, the students were asked to read the text in depth. While reading in depth, the students were asked to highlight the difficult words of the text. Then, the researcher and the students discussed those words together. The students found many difficult words from that text such as “insect, scaly, chest, ragged”. After discussing the difficult words, the students were asked to find new information from the text. If they found the new information, they had to write it in column L of the KWL chart. In doing this activity, some of the students did it well but some others were confused in distinguishing the general information and the new information. Finally, the researcher and the students discussed the content of the text, the topic and the main idea. When she explained the content of the text the researcher also used a picture of Butterfly’s anatomy. The purpose of this picture was helping students in understanding the content of the text.



**Figure 5: The Picture Used as Teaching Media in Meeting I of Cycle I**

To ensure the students’ understanding of the Descriptive text about animals, the researcher then gave them a new text about a panda. The text was also completed

with comprehension tasks. The tasks were reading in depth, predicting the meaning of the words, and answering questions. In predicting the meaning of the words, the students had to find the meaning of those words from the new text without opening the dictionary. However, they tended to open dictionary when they found difficult words. It could be proven from the quotation of the interview transcript below.

(4:3)	
R	: <i>Trus kalo kegiatan memprediksi arti kosa kata kayak tadi pernah nggak?</i> <b>(How about predicting the meaning of difficult words. Have you ever done that?)</b>
S1&S2	: <i>Pernah mbak.</i> <b>(Yes)</b>
S2	: <i>Tapi cari artinya pakek kamus.</i> <b>(But we found the meanings from dictionary.)</b>
R	: <i>Berarti itu bukan memprediksi. Kalo cari arti kosakata tapi nggak buka kamus pernah nggak?</i> <b>(Opening dictionary, it is not prediction activity. Then, have you ever found the meaning of difficult word without opening dictionary?)</b>
S1&S2	: <i>Belum.</i> <b>(Not yet)</b>
S2	: <i>Biasanya kalo ada kata-kata yang susah langsung dikasih artinya.</i> <b>(The teacher usually gave the meaning directly)</b>
R	: <i>Jadi nggak disuruh mencari dulu, trus nanti kalo dah nggak ketemu baru dikasih tahu.</i> <b>(Doesn't your teacher ask you to find it first?)</b>
S1	: <i>Nggak mbak langsung dikasih artinya.</i> <b>(No. She said the meaning of it directly)</b>
AP-B/ IT/ 8/ P. 154	

Based on the quotation above, the students opened the dictionary to find the meaning of difficult words. The teacher rarely gave the opportunity to the students to predict the meaning of certain words without opening their dictionary. She did not practice to use such a strategy to find the meaning of those words. In this case, the

teacher tended to spoon-feed the students by giving the meaning of difficult words directly or just asking them to find the meaning of those words.

When students did the tasks, the researcher and one of the collaborators were monitoring the students to check the improvement of their works. The students were free to ask questions to them. Some of them had questions to be asked to the researcher and the collaborator. Most of the students' questions were about the meaning of words and the questions in comprehension tasks. Suddenly, the bell rang. The class was ended by asking the students to submit their works.

## 2) Meeting 2

In the second meeting the researcher began the class by asking students to predict the meaning of some words that they learned in the previous meeting. The illustration could be seen in Appendix A/ FN-8. The aim of this activity was to make students memorize vocabulary they learned in the last meeting.

The topic in this meeting was similar to the first meeting. To ensure the students' understanding of describing animals the researcher used one topic for two meetings. Most students had enough background knowledge about animals. The students were interested in this topic. It could be proven from the quotation of the interview transcript below.

(4:4)

R : *Kalau menurut kalian gimana dengan topic hari ini dik, kan topiknya masih sama tentang hewan? Menarik tidak? Atau malah bosan?*

**(What do you think about today's topic? Is it interesting or not?)**

S1&S2: *Menarik. (It is interesting)*

R : *Menariknya dimana dik? Apa karna kalian sudah mengetahui tentang*

(Continued)

(Continued)

	<i>topiknya atau bagaimana? (What makes it interesting? Is it because you have already been familiar with the topic?)</i>
S2	: <i>Em iya, dah tahu sedikit-sedikit. (Yes.)</i>
R	: <i>Kalau kamu gimana dik (How about you?)</i>
S1	: <i>Sama mbak. Karna sudah familiar dengan hewan itu. (Yes. It is because I have already familiar with the animals.)</i>
AP-B/ IT/ 10/ P. 157	

The first action of the second meeting was using interesting topics or picture/s. This was done by several ways. The researcher showed the pictures to make students more interest in the topic. By using pictures, it made students pay attention more to the material.

The next was questioning and answering activities about the topic or the pictures. After showing the pictures, the researcher asked some questions related to the topic and the pictures. The questions were about names and characteristics of the animal. By asking those questions, the researcher tried to recall students' prior knowledge. In this activity, the researcher also gave students chances to express and share their ideas about the topic and the pictures. The students were very enthusiastic about this activity. It could be seen when the researcher asked some questions about the names and the characteristics of the animal, the students answered the questions enthusiastically and correctly.

(4:5)

**“Ok. Does anyone have these kinds of pets at home?” tanya R. Beberapa ada yang menjawab iya dan beberapa tidak. (Some students answered yes and the rests answered no). Kemudian R memberikan beberapa pertanyaan tentang gambar tersebut. Then, the researcher asked some questions related to the picture. “what is it”. “Kelinci miss” (“Rabbit Miss). Jawab beberapa S. “kelinci itu apa bahasa Inggrisnya?” (“What is “kelinci” in English?”). “Rabbit miss”. Jawab S. “Good”. “What is the characteristics of Rabbit?”. “punya dua telinga”, (“Have a pair of**

(Continued)

(Continued)

**ears”).** *“telinga yang panjang itu apa miss?”.* **“What is “telinga panjang” in English?”.** **“Long ears”.** *Jawab R.* **“What is the color of the fur?.** *Tanya R.* *“putih, white.”* **“White”.** *Jawab S.*

AP-A/ FN/ 8/ P. 125

In reference to the quotation of the field note above, the students were enthusiastic in answering the questions. They could not help answering the questions. By using pictures, the students' prior knowledge was activated. Looking at the pictures, the students, then, expressed their ideas by mentioning some words and statements related to the text. By asking the students some questions related to the picture, the teacher helped them in building their vocabulary related to the text. This activity helped the students in digging out their vocabulary mastery related to the picture.

Exploring key words through the KWL chart column K was the next action. The researcher distributed the KWL chart and asked the students to do the first column (*K column*). The same as in the first meeting, the students should write everything they know about the topics or the pictures. They had to predict the content of the new text by using the pictures. They might write words, phrases, and even sentences related to the picture and the little information of the text. It is different from the first meeting. In this meeting, the students tried to predict the text. It showed that they understood what they had to do in this activity. Although there were some students had mistake when they wrote the words, phrase, and the sentences.

The next action was using scanning strategy to check the words. After students finishing wrote their predictions, the researcher asked students to share what

they wrote. While checking the results of students' predictions, the researcher wrote their predictions in the whiteboard. Then, she showed a new text about Rabbit and asked them to scan the text to check their predictions. In this activity, the students still had confused of using this technique because the teacher rarely asked students to use this technique.

(4:6)	
R	: <i>Oh... itu masalahnya. Kalau yang teknik scanning gimana dik. Masih susah nggak dik menggunakan teknik itu?</i> <b>(How about using the scanning technique, is it difficult?)</b>
S2	: <i>Ya masih lumayan bingung mbak karna belum faham apa yang harus dilakukan. (Yes, because we don't know what I have todo.)</i>
R	: <i>Kan sebelumnya sudah dijelasin dik. Kalo kamu gimana dik?</i> <b>(How about you?)</b>
S1	: <i>Iya mbak tapi masih bingung karna jarang sekali menggunakan itu.</i> <b>(Yes, we still were confused because the teacher rarely used this technique.)</b>
R	: <i>Kalo reading jarang menggunakan teknik scanning dan skimming dik?</i> <b>(Does your teacher rarely use scanning and skimming techniques in reading?)</b>
S1&S2	: <i>Iyam bak. (Yes)</i>
AP-B/ IT/ 10/ P. 157	

Based on the quotation above, the students were still confused using scanning technique. They did not know what they had to do because the teacher rarely used this technique. Instead of scanning the text to check their prediction, the students read the whole text and need more time to check their predictions. The researcher and the collaborator tried to explain what they should do in this activity.

The fifth action was writing WH Questions in column W. After the students scan their predictions, the researcher closed the text and asked the students asking what they want to know about the Rabbit by writing questions. The students could



write what they want to know about The Rabbit by writing some questions in column W of the KWL chart. The questions should be related to the text because the students had to find the answer in the text.

The students wrote questions like **“Where do they do usually live?”**, **“What are the color of their fur?”**, **“What kind of food do they eat?”** in this activity. The purpose of this activity was giving the students an opportunity to express their idea about the topic and the picture. It also helped students find the contents of the text without reading and translating the whole text.

The last action was using skimming and comprehending the new material in column L. After the students wrote all the questions in column W, the researcher showed the text again and then asked students to skim the text in order to find the answer of their questions. Before they skimmed the text, the researcher explained what they had to do with the skimming technique but some of the students still were confused. They did not know what they had to do in this activity. They read the whole text. It was because the students rarely used this technique in reading.

After skimming the text, they wrote the answer on the last column. It was W column. The students had to write the answer of their questions based on the information of the text. If they did not find the answer in the text, they just let it be. Then, the researcher and the students discussed the students’ result together. After that, the students were asked to read the text in depth. They had to find new information from the text and wrote them in W column. Then they discussed together to compare the result of each pair. In this activity, the researcher asked some students

to read the new information they found from the text. Some of them wrote the same information.

In order to make sure students' understanding of the descriptive text, the researcher gave students another activity. This activity has three tasks. They were, reading the new text, predicting the meaning of some words, and comprehending the text. In the first task, the researcher distributed the students' worksheet. Then, she asked the students to read the new text. The topic of this text was similar to the first text. It was about The Elephant. The students had to read the text in depth. After that, they moved to the next activity. It was predicting the meaning of some words. In this activity, the students had to match the meaning of some words based on the text without opening their dictionary. This activity gave them opportunity to use the prediction activity while reading an English text. It also aimed at reducing the students' dependence of using their dictionary in finding the meaning of new words. After finishing the task, they discussed the results of their prediction together in order to check students' result. Almost all of them did correctly. The last activity was the comprehension activity. The students were doing follow up activity in this stage. Some of students did the task well and some others still got difficulty in finding the answer of some questions. The purpose of the last activity was to train the students in comprehending the new text. Finally, the bell rang and the class was ended by concluding the lesson of that day and asked them to submit their work.

### **3) Meeting 3**

The last meeting for Cycle I was done on Friday, March 07<sup>th</sup> 2014. In this meeting, the actions were still similar to the previous meetings. Before going to the first action, the researcher asked some questions related to the topic they learned in the previous two meetings. The questions were about the topic. The researcher asked some questions like “What we learned last meeting?”, “What the animals that we discussed in the last meeting?”, “How long the Elephant can live?”, “What are the characteristic of Rabbit?”, “Where is the habitat of Rabbit?”. The purpose of this activity was to make sure that the students understand the lesson. The other activity was about vocabulary. The activities done were similar to the activities done in the previous meetings.

After that, the researcher moved to the first action. It was using interesting topics or pictures. The actions done in this step were similar to the previous meetings. In this meeting, the researcher chose the topic about Describing Places. The researcher chose some places which were the students familiar with them. It was about Temples. The students were interested in the topic. It could be seen from the quotation below.

(4:7)

**“Do you know temple?”**, “yes miss” *hampir semua S menjawabnya. Almost students answered the question. “Ok. What temples do you know?”*, “*Borobudur, Prambanan, Boko*” jawab dari beberapa S. **“Good... kalian pernah kesana?”**, **“Good, have you ever been there?”**. “*pernah miss*”, **“Yes”**. **“Ok. Apa yang kalian lihat dicandi tersebut?”**. **“Ok. What do you see in those temples?”** “*Banyak miss*”, **“Many things”**. “*Ada patung, ada candi-candi kecil*”. **“There is Stupa”**. **“There are small temples”**. Jawab S.

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(Continued)

(Continued)

The next step was questioning and answering activities about the topic or pictures. Based on the quotation above, the students were very enthusiastic in answering those questions. They answered correctly and clearly. It can be said that they were interested in the topic. By those questions, the students activated their prior knowledge. They shared what they had been known about the topic easily. In this activity, the researcher gave enough chance to the students to expressed and shared about the topic discussed.

The third step was exploring key words through the KWL chart in column K. The activities were done similar to the activities in the previous meetings. The students did the activities in pairs. In this activity, the researcher did not show the pictures by using the LCD because of the black out. However, the researcher tried to help students in describe the place by showing some pictures in the laptop. They are Borobudur Temple.



**Figure 6: The Pictures Used as Media in Meeting 3**

The researcher brought the laptop and went around the students. Without enough media, the students were still enthusiastic and interested in doing the activity.

It could be seen in their KWL chart. Each pair wrote more words and phrases. It was because they have more prior knowledge about the topic. Thus, they felt easily in express and explore their ideas about the topic.

The next step was using scanning strategy to check the words. This activity trained students in finding specific and general information from the text easily. First the researcher distributed the new text about Borobudur Temples. Then, she asked them to check their prediction. The researcher gave limited time in doing this activity. After they finish scanning the text, the researcher asked the students to close the text and asked some questions. The questions like on quotation from field note below.

(4:8)

*R bertanya pada S. R asked to the students. "Apakah prediksi kalian ada yang sama dengan yang ada di teks?". "Did your predictions same from the text?". "Ya miss." "Yes" Jawab beberapa S. Answer some of the students. "Apa saja yang sama?". "What are they?". "ada patungnya, ada patung besarnya, terletak di jawa tengah, central java". "There are Stupas, there is big Stupa, and it is located in Central Java". Jawab S saling bersahutan.*

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The quotation above showed that the students did the activity easily. They could activate their prior knowledge about Borobudur Temple. They could explore more vocabulary in this activity.

Then, the students had to write WH Questions in column W. In this step, the students wrote some questions about the topic being discussed. The questions were about what they want to know about the topic. It was similar to the previous meetings. The students wrote questions easily. In this meeting, they did not need more help in doing this activity. It was because they already knew how to write

questions. By making some questions, they expressed what they want to know about the topic.

The last step was skimming and comprehending the new material. In this step, the students were asked to skim the text in order to find the answer of their questions. They still worked in pairs. In this meeting, they did the tasks well. They already knew what they had to do in this activity. After finishing skimming the text, they were asked to write the answer on the last column. It was L (What I learn) column. While the students wrote the answer, the researcher and the collaborator walked around students to check their works and help them when they had difficulties in writing the answer.

The next activity was comprehension activity. After the students wrote all their answer, they read the text in depth. While reading in depth, they were asked to highlight difficult words. Together, the researcher and the students found the meaning of the words together. In comprehending the text, she explained the content of each paragraph. Besides, the researcher asked the students to find the main idea of each paragraph.

The last activity was comprehension of the new text. In this activity, the students worked individually. It checked their understanding when they work individually. Like the previous meetings, this activity has three tasks, reading the new text in depth, predicting the meaning of some vocabulary without opening the dictionary and answering some questions related to the text. Most of the students did the tasks well in this meeting.

### c. Reflection of Cycle I

After implementing the KWL technique in SMP N 1 Mlati of grade VII B, the researcher and the collaborators discussed the result. They reflected on the actions and found out whether the actions were successful or not. The discussion was done based on the observations in the teaching and learning process, and also opinions from the students and the English teacher. All opinions were collected from interviews. The following description below was the result of the discussion in reflecting on the actions that had been implemented in Cycle I.

#### 1) Using interesting topics and pictures

Using interesting topics and pictures was done in every meeting in Cycle I. The implementation of this activity was successful in building the students' interest and attention in the process of teaching and learning English. By asking some questions related to the topic, the students, then, paid their attention to the lesson. They were engaged to the lesson from the early beginning of the lesson.

(4:9)

**"Do you have a pet?"**. *"Pet itu apa miss?"*. Tanya salah satu S (**What is pet?**). *"Pet itu peliharaanya"*. Jawab S yang lainnya dengan ragu-ragu. (**I think, Pet is binatang peliharaan**) **"Yes. Right."** Jawab R. *"Punya Miss, kucing, cat miss, kambing, sapi."*(**I have, cat, goat, cow**) Jawab beberapa S saling bersahutan.**"Ok. Is there any one have pet like this picture?"** tanya R. *"Tidak miss, punya miss"*. Jawab S saling bersahutan. (*masih berantakan*)

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Based on the quotation of above, it showed that the students engaged to the topics from the early beginning of the lesson. When the researcher asked some questions, they answered those questions. It showed that they paid their attention to the material. They were also enthusiastic in doing the activities. When the students

were engaged in the lesson, they had chances to share and express their ideas. It also showed that they were interested in the topic. Using pictures as a media in the KWL technique became an important role in building the students' interest and attention. By showing the pictures, the students easier recall their prior knowledge. Therefore, they were more interested in the topic and the lesson.

(4:9)

R : *Kalo pakai gambar seneng nggak?*

: **What do you think of the use of pictures? Is it enjoyable?**

S1&S2: *Ya mbak. (Yes.)*

R : *Senengnya dimana? (What makes it enjoyable?)*

S2 : *Emm lebih mudah.*

: **Because it was easier understanding the text when we see the picture.**

R : *Maksudnya lebih mudah memahami teksnya, gitu?*

: **Do you mean it is easier in understanding text?**

S1&S2: *Iya. (Yes.)*

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(4:10)

R : *Tadi itu pakai gambar, gambarnya membantu dalam memahami teks nggak dik?*

: **Did the picture help you in understanding the text?**

S1&S2: *Iya mbak membantu. (Yes.)*

R : *Apa bedanya pakek gambar dan nggak?*

: **What is the differences between using pictures and not?**

S1 : *Kalo pakek gambar lebih gampang memahami teksm bak.*

: **By using pictures, it was easier for us to understand the text.**

R : *Kalo Aprelia gimana? (How about you?)*

S2 : *Ya sama mbak. Bisa mencocokkan isi teks dengan gambarnya. Itu lebih gampang memahami. (Yes. Matching the texts with the pictures help me to comprehend the text easily.)*

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The quotation of the interview transcript above showed that the pictures were important as media from the lesson. The students became more interested in the lesson when the researcher used pictures. They could compare the content of the text



to the pictures. The teaching and learning reading was more interesting by the use of pictures. Besides, it helped them get the big picture of the lesson.

2) Questioning and answering activities about the topics and pictures

The questioning and answering activities about the topics and the pictures were also done in every meeting in Cycle I. The use of the questioning and answering activities were very beneficial for the students. It gave them a chance to brainstorm before learning the main point of the lesson. In this step, pictures were still used as media. It could stimulate them when they had limited background knowledge about the topic. It also helped the students in activating their prior knowledge and after that connected to the new material.

3) Exploring key words through the KWL chart column K

In this step, the students were asked to predict some words, phrases, or sentences that may concern in the text. The pictures were still used as media. The aim of this activity was to help students get the big picture of the topic. The use of pictures in this step was also implemented to explore the students' vocabulary. It was successfully done to help them in digging out the vocabulary. The pictures helped them to predict some words, phrases, or sentences about the topic and to find the information about it. They predicted the difficult word by looking at the picture and related their previous knowledge about the topic. The purpose of the activity was to provide enough background to prepare the students for reading and helped them to understand the text. Moreover, it also increased their vocabulary related to the topic/s or picture/s.

4) Using scanning strategy to check the words

This step trained the students to find specific information in the text. This strategy gave benefits for both the students and the teacher. By using this strategy, they did not need to read the whole text in order to find the information they need. They only found the certain information that they had to find. It also helped them in saving time in the reading activity.

5) Writing WH Questions in column W

Writing WH Questions was done in each meeting in Cycle I. In this step, the researcher gave the students a chance to express their idea about the topic. By writing some questions related to the topic, they could improve their background knowledge. First, they used their prior knowledge, and then, they connected it to the new material in order to get more information. This step was done by the students well.

6) Using skimming and comprehending the new material in column L

In order to save the time allocation during the lesson and find the information in the text quickly, the students were asked to use the skimming strategy to find the answer of their questions from the text. In the first and second meetings, the students were confused in using this strategy but in the third meeting they were interested in using this strategy because they already knew how to use this strategy.

In comprehending the new material, the students were asked to read the text in depth. While reading, they were also asked to find the new information and the difficult words. After that, they were asked to write the new information in the last column of the KWL chart. In doing these activities, some of the students were still confused because they did not know what they had to do. Some of them still done

nothing but in the third meeting of Cycle I they already knew what they had to do in this activity. After writing the new information, they discussed the text together. The researcher discussed the difficult words and the content of the whole text. Sometimes, the researcher discussed the content of each paragraph and asked some students' ideas about that.

To ensure the students' understanding, the researcher also gave the students comprehension task. It was the last activities that were done in every meeting in Cycle I. The answering comprehension questions were the last activity of comprehension task. It was to check whether they had understood the whole text or not. The comprehension questions were used as the indicator to see the success of the technique applied in Cycle I.

#### **d. Summary of Cycle I**

From the implementation of the KWL technique in Cycle I, there were some actions that were successful and unsuccessful. The successful actions were discussed as follows.

- 1) Using interesting topics and pictures was successful because the students became more interested in the lesson and paid attention to the lesson. The students paid attention more to the lesson. At the beginning they were asked some easy questions about the topic of the day as the warming up. They were also shown picture/s which was related to the material. The use of picture/s has important rule in this step because it gave them a big picture to the lesson.

- 2) Questioning and answering activities about the topics and pictures was done successfully in general. The students were able to answer the researcher's questions related to the text although they answered it in Bahasa Indonesia. It was good enough. It showed that they knew or understood what the researcher's ask. By this step, the students were also helped in activating their prior knowledge.
- 3) Exploring key words through the KWL chart column K was successful. The students were able to express their ideas by predict some words, phases, or sentences related to the topics or the pictures. The predictions were done by some words, phrases, or sentences in English. In doing this activity, they also used their prior knowledge.
- 4) Using scanning to check the words was successful since the students were able to check their predictions quickly. They checked their predictions in the text whether it were true or false.
- 5) Writing WH Questions in column W was successful since the students were able to write some questions to improve their background knowledge related to the topic, although their questions were quite similar to the other.
- 6) Using skimming and comprehending the new material in column L was successful. The use of skimming was successful enough since the students were able to use this strategy to find the specific and general information from the text. The comprehending the new material was quite successful. The

students could do the comprehension tasks well. They could also answer almost the questions correctly.

**e. Summary of Reflection of the Implementation in Cycle I**

The implementation of using the KWL technique can be summarized through the following table.

**Table 5: Result of the Reflection in Cycle I**

<b>Component</b>	<b>Result in the reflections</b>	<b>Conclusion of the action</b>	<b>Recommendation for Cycle II</b>
Using interesting topics and pictures	The students were more interested in the lesson because the chosen topics were closely related to students' real life, did warming up activity by asking some questions related to the topic and the pictures, and used pictures, those in order to build students' interest and attention to topic and the lesson.	The activities in using interesting topics and pictures by using real life topic and using pictures were continued in Cycle II with improvement.	The topics should be more varied that the students were already familiar with them. The pictures should be more varied, more colorful, and the teacher should use more pictures then before in the teaching process.
The questioning and answering activities about the topics and pictures	The students were able to access their prior knowledge by the help of pictures and questions answer activities. The students' chance in expressing their idea related to the	The activities The questioning and answering activities about the topics and pictures were used in Cycle II with improvement.	The activities in this step were already good. The questions should be clearer. The teacher should use more English language during the lesson.

(Continued)

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	picture and the topic was improved.		
Exploring key words through the KWL chart column K	The students were able to write some predictions related to the topic and the pictures. The students' involvement in exploring their idea related to the picture and the topic was improved. The students were able to use their prior knowledge to predict the content of the text given. However, in working in groups, some students did not participate well.	The activities in exploring key words through the KWL chart column K were continued in Cycle II with improvement.	The researcher should show more pictures to facilitate the students in making prediction. In making prediction activity, it should be better for students to do the activity in pairs. It could be added by doing games.
Using scanning to check the words	The students were able to check their predictions in the text quickly by using scanning strategy.	The activities in using scanning to check the words were used in Cycle II with improvement.	The activity in this step was already good. The researcher should explain clearly about the scanning strategy.
Writing WH Questions in column W	The students were able to improve their previous knowledge by writing some questions. They were able to write some questions although there were some	The activities in writing WH Questions in column W were continued in Cycle II with improvement.	The activities in this step were already good. However, the researcher should always guide the students in making questions.

(Continued)

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	questions asked related to the meaning of some English word.		
Using skimming and comprehending the new material in column L	The students were able to find the specific and general information quickly by using Skimming strategy. They were also could comprehension tasks well although there were always questions asked related to the meaning of some words and some questions.	The activities in using skimming and comprehending the new material in column L were continued in Cycle II with improvement.	The skimming activity was already good. However the researcher should always guide the students in doing this activity. The tasks in comprehending the text were already good. However, it better if the researcher gave varied tasks. Some the activities could use again in Cycle II.

## **2. Implementation of Cycle II**

The implementation of actions in Cycle II was not much different from the implementation of the action in Cycle I. The implementation of the actions in Cycle II was described as follows.

### **a. Planning of Cycle II**

Based on findings in Cycle I, some discussions were made between the researcher and the collaborator to make some plans to solve the problems which still existed during the implementation of the actions. The researcher and the collaborator decided to use similar actions to solve the problems. Those actions included using interesting topics and pictures, questioning and answering activities about the topics

and pictures, exploring key words through the KWL chart column K, using scanning strategy to check the words, writing WH Questions in column W, using skimming and comprehending the new material in column L. Moreover, there were some additional activities to support the success of comprehending an English text. First the researcher used interesting topic which were closely to the students' real life. Then, she also presented more pictures to help them in activating their prior knowledge about the topic. In addition, she also added game in exploring key words step in order to make the activity more challenging and interesting. Being more interested in the lesson, the students, then, were more motivated in the process of teaching and learning reading. The descriptions of the actions implemented in Cycle II were as follows.

1) Using interesting topics and pictures

In this step of Cycle I, the researcher used few pictures to build students' interest and attention. In fact, the students still needed more pictures to help their prediction. It was shown when they were interviewed. Therefore, the researcher used more pictures as the media in Cycle II. The pictures were more attractive and clearer. In relation to the topic, the researcher chose the same topics. The topics which were the students were familiar with. It was closely related to the students' real life.

2) Questioning and answering activities about the topics and pictures

In the questioning and answering activities about the topics and pictures in Cycle I, the researcher asked some questions in exploring the topics and the pictures. Therefore, the researcher explored deeper about the topic and the picture in Cycle II.



The researcher asked the students not only general question but also specific questions about the information in the text.

3) Exploring key words through the KWL chart column K

The implementation of exploring key words through the KWL chart column K by presenting some pictures in Cycle I was successful. The activity was continued in Cycle II. However, it was necessary to be improved. The researcher planned to use more interactive pictures in this step. In this step, the researcher also added game in order to make the activity more challenging and interesting. The game made the students worked quickly and correctly to be the winner.

4) Using scanning to check the words

The implementation of the actions in Cycle I was successful enough since they were able to use scanning strategy to find specific information from the text. Thus, the researcher used it again in Cycle II with improvement. The researcher explained more clearly about this strategy to the students.

5) Writing WH Questions in column W

In Writing WH Questions in column W in Cycle I was successful in general. The students were able to write some questions related to the content of the text given. This activity was continued in Cycle II with improvement. The researcher gave more explanations and always guided the students in doing this activity.

6) Using skimming and comprehending the new material in column L

The implementation of using skimming strategy in Cycle I was done well in the last meeting of Cycle I. The students already knew how to use this strategy. When

they were able to use this strategy, they could find the general information from the text given quickly. Therefore, the implementation of this strategy was continued in Cycle II with some improvement. In Cycle II, the researcher explained the strategy clearly and deeply. She also guided the students in using this strategy. In relation to comprehension the new text, the researcher used the activities again in Cycle II because it was successful in general. In order to make the students enjoyable in doing this comprehension tasks, the researcher improved some activities and added some new activities.

#### **b. Action and observation in cycle II**

The actions of Cycle II were implemented in three meeting, on Wednesday, March 12, on Saturday, 15 March, and on Wednesday, 18 March 2014. In those meeting, the researcher still used the same genre. It was Descriptive Text.

The implementations of the actions were illustrated as follows.

##### **1) Meeting I**

In the first meeting of Cycle II, the researcher still applied the same activity in the previous cycle. The researcher gave them some vocabulary that they had learn in Cycle I to check their vocabulary improvement. Those words such as: built, construction, influenced, stone, terrace, square, rededicated, major, environment, occupy, distance, offer, and finest. In this activity, the students played a game in several minutes. They were divided in to four groups based on their seat. When the researcher read the words, they had to answer it quickly and correctly by raising their hand. The group who answered correctly more became the winner. The students were

happy in doing this activity. They were struggled to answer the meaning. The situation on the class became noisy. Thus, the researcher and the collaborator asked the students to be discipline in playing the game and not to make noises.

After finishing the game, the researcher move to the first action in this meeting. The first action in this Cycle II was same in Cycle I. It was using interesting topics and pictures. The researcher began by asking some questions related to the topic at that day such as: “Have you ever been to certain places on your vacation?”. “Where are they?”. After that, the researcher showed some pictures related to the topic by using LCD.



Figure 7: The pictures Used as Media in Meeting I Cycle II

The topic was about The Amazing Tourism. Almost all of the students were interested in the pictures.

(4:11)

*Setelah S melihat gambar-gambar tersebut mereka saling membicarakan pada teman-temanya yang ada didekatnya. After the students look at the pictures, they talked with their friends who sit closer with them. “Itu Gembira Loka”. “That is GembiraLoka”. “Iya itu tempat belitiket.” “Yes, that is post to buy the ticket.” “Itu pantai manaya?”. “What is the beach?.” “Kayaknya pantai Parangtritis”. “Like*

(Continued)

(Continued)

**Parangtritis beach.”**

AP-A/ FN/ 10/ P. 1132

In reference to the quotation of the field note 10 above, it showed that the researcher gave the students a topic which they were familiar with.

After that, the researcher moved to the next action. It was questioning and answering activities about the topics and pictures. By using those pictures the researcher asked some questions to the students. In this activity, they could answer those questions correctly and clearly. Sometimes they answered in Indonesia or in English language. They mix both languages when they answered the questions. They were enthusiastic in doing this activity. They were also attracted to the lesson. Although they could not answering the question in English well, they tried their best to share their knowledge about the topic.

Third action was exploring key words through the KWL chart column K. In this activity, the researcher began by showing some picture. There were some new pictures and also same pictures which were showed in the first action.



Figure 8: The Pictures Used as Media in Meeting II Cycle II

The pictures were about Gembira Loka Zoo. By those pictures the students were asked to predict the content of the text about Gembira Loka Zoo. Before doing this activity, the researcher and the collaborator distributed the KWL Chart to the students. They did in pairs. They had to write some of their predictions in the first column from the KWL Chart. They were enthusiast in doing this activity. In Cycle I, they could already write their prediction by some words, phrases, and sentences. They already knew how to do the column. The pictures which the researcher gave to them also helped them in predicting the content of the text. Even though there were still some the students asking question about some meaning of vocabulary to the researcher and the collaborator, they could predict more than before.

(Continued)

- (4:12)
- R : *Trus dengan gambar yang banyak, itu lebih membantu dalam memprediksi nggak dik?*  
**: By using lots of picture, it does help you in predict the topic?**
- S1&S2 : *Iya mbak. Yes.*
- R : *Membantunya dimana? (What made it help?)*
- S2 : *Gini mbak, kalo banyak gambarnya kan mudah memprediksi kata-katanya.*  
**: By using lots of pictures, it made easier in predicting the words.**
- R : *Kalo kamu gimanadik? (How about you?)*
- S1 : *Iya mbak sama. Jadi mudah menemukan katanya-katanya mbak.*  
**: Yes. Finding the words easily.**
- R : *Oh gitu, masih bingung nggak mengisi KWL chart kolom pertama yang tentang memprediksi?*  
**: Did you still get confused in predicting the words in the first column of KWL chart**
- S1 : *Nggak. No.*
- R : *Kalo kamu dik? How about you?*
- S2 : *Sekarang nggak mbak. Sudah lumayan faham. No. Now, I understand.*

(Continued)

Based on the quotations of the interview transcript<sup>14</sup> above, it showed that the pictures more helped the students in predict the content of the text. By using those pictures, they also felt easier in finding some vocabulary related to the topic. They also said that they were able to do the K column of the KWL Chart. Therefore the students did not need more help to do this K column. Then, the researcher did not explain more about K column.

The Next action was using scanning strategy to check the words. After writing their predictions in the first column of the KWL Chart, they were asked to check their predictions by using scanning strategy. First, the researcher showed a new text by using LCD. Then, the students scanned the text in order to find their prediction. They were able to use the scanning strategy. They did this activity quickly then previous meetings. This statement based on interview transcript below.

(4:13)

R : Kalau untuk menggunakan Scanning strategy bagaimana dik? Apa masih susah? **(What about using scanning strategy, do you find difficulties?)**

S1&S2: Nggak mbak. **(No.)**

R : Scanning strategy itu mempermudah kalian dalam mencari prediksi kalian nggak dik? **(Does the scanning strategy help you in check your prediction in the text?)**

S1 : Iya, ternyata lebih mudah menggunakan itu, nggak harus baca semua teksnya.  
: **Yes. By using the strategy, It was helped me in checking the words easily in the text.**

R : Kalo kamu gimana dik? **(How about you?)**

S2 : Iya mbak lebih mudah dan cepet, Cuma cari yang penting saja.  
: **Yes. By using the strategy, it could find the words easily and quickly.**

Inference to the quotation of interview transcript 14 above that the students were able to use the scanning strategy. They said that it was easier to find the specific information. They did not need to read the whole text to find that information.

After scanning the text, the researcher asked them some questions such as “Did your prediction match with the text?”. “Yes Miss”. Then, she asked some of them to read their predictions which were related to the text. This activity was to check the students’ result.

In writing WH Questions in column W, the researcher asked the students made some questions related to the text or the topic. The use of questions was to find more information about the topic on the text that the students have not known before. In did this activity, they were able to write questions better than previous meetings. They used some examples which were given in the previous meeting as guidance in making question. However, the researcher and the collaborator still go around to the students in order to check their result.

The last action was using skimming and comprehending the new material. After writing some questions, the students were asked to skim the text again then asked them to skim the text. The students were able to use the skimming strategy to find the answer of their questions. Continuing to that activity, then, they wrote the answer of their questions in column L of the KWL Chart. When they finished writing the answer, the researcher asked some questions to make sure that they found the answer of the text. After that, the students were asked to read in depth the text. They

had to highlight the difficult words on the text. Then, together they discussed the words. First, they discussed the difficult words. Then, they discussed the content of the text. The researcher explained the content of each paragraph of the text. While explained the researcher sometimes asked the students to give their idea about the text. In this activity, the students also wrote the new information that they already knew in the last column of KWL Chart. It was L column. To make sure the students' understanding, the researcher gave the students some questions related to the text, such as: *"What is the topic?, What paragraph two tell you? What is the main idea of the last paragraph?"*. They were enthusiastic in answering those questions. They answered clearly and correctly. It showed that they understood to the material.

As the previous meetings in Cycle I, in order to make sure the students understanding about the material, the researcher gave another task to the students. In this task, the students did individually. The task was almost the same in Cycle I. The researcher gave three tasks to the students. The first task was read new text in depth. The text was about Parangtritis Beach. After that, they move to the next task. It was predict the meaning of some vocabulary that researcher took from the text in task 1 without opening the dictionary. In this activity, the researcher asked to them to play a game. The students had to do quickly and correctly because some of them had to represent their group to write the meaning in the whiteboard. They divided as four group based on their seat. The group that did correctly and quickly, it was becomes the winner. In doing this activity, the students were very interesting. By this game, the students were trained to do prediction quickly and correctly.



The last activity was comprehension the text. The students had to answer some questions. The questions were related to the text in task 1. In this activity, they did it well in general. Almost the students could answer those questions correctly. In this activity, the researcher could not discuss the answer of those questions because time was up. The researcher ended the class by asked students to submit their work.

## **2) Meeting II**

In the second meeting of Cycle II, the researcher began the lesson by asking some words to the students, but in this activity, the researcher did not play a game. The researcher just asked the students to answer directly and orally. After that, the researcher moved to the first action. It was using interesting topics and pictures. Before showing some pictures, the researcher asked some questions and explained related to the topic in that day. The illustration could be seen in Appendix A/FN-11. Then, the researcher showed some pictures related to the topic. The topic was about Our Famous Football Players. The students were attractive to the pictures. They looked at the pictures and predict those pictures individually. The pictures were as follows.



**Figure 9: The pictures Used as Media in Meeting II of Cycle II**

(4:14)

*Kemudian R menunjukkan beberapa gambar melalui LCD. Then, the researcher showed some pictures. Gambar tersebut tentang pemain sepak bola. The pictures were about football players. "Siapaya?, Pemain sepak bola, itu Bambang pamungkas, iya itu bambang dan Firman Utina." "Who are they? They are football players, Bambang Pamungkas, Yes. Bambang Pamungkas and Firman Utina." Hampir semua S menebak-nebak nama orang yang adap ada gambar tersebut. Almost all of the students predicted the names of football players showed on the LCD.*

AP-A/ FN/ 11/ P. 135

The quotations of the field note 11 above showed that the pictures attracted the students to share their knowledge. When the researcher showed those pictures, they looked, then, predicted the names of people who were in the pictures before the researcher asking to predict the names of them. They could predict some information correctly about the pictures. It was indicated that they have background knowledge about the topics and the pictures. The use of those pictures was also attracted the students' attention.

After that, the researcher continued to the next action. It was questioning and answering activities. The researcher asked some questions related to the pictures. The students were enthusiastic in answering those questions. They answered clearly and correctly. They were happy to share their idea about the topics or the pictures. It showed that they more interest and pay attention to the lesson.

The third action was exploring key words through the KWL chart column K. The researcher showed some pictures again about Bambang Pamungkas.



Figure 10: **The Pictures Used as Media in Meeting II of Cycle II**

Then, the students were asked to predict the content of new text that the topic was about Bambang Pamungkas by using those pictures. They work in pairs. Before working first column, the researcher and the second collaborator distributed the KWL Chart to them. As in those previous meetings, the predictions could be some words, phrases, and sentences. In this activity, the researcher asked the students to play a game. They were divided into four groups. The group was made based on their seat. First, the students had to predict quickly and correctly. Then, each group has to write their prediction in the whiteboard. Each member of each group did not allow write the same prediction in the whiteboard. The activity was aimed to motivate the students in predicting quickly and correctly. It was also made the students interest and enthusiast in the lesson. Besides, the researcher trained the students in working together.

(4:15)

R : *Kalau belajar dengan main game seneng ya dik?*

: **What do you think of learning while playing the game?**

S1&S2: *Seneng mbak. (It was enjoyable.)*

R : *Yang bikin seneng apanya? (What makes it enjoyable?)*

S1 : *Lebih bersemangat belajarnya. (I was more enthusiastic in learning.)*

R : *Kalo kamu dik?(How about you?)*

S2 : *Ya sama mbak. Bisa belajar sambil bermain. (Yes. The same as him. We could learn while playing the game.)*

R : *O gitu, kalau tadi kan main gamenya pas kalian memprediksi, itu membuat kalian termotivasi untuk mengerjakan dengan cepat dan memprediksi banyak nggak?(Did the game motivate you in making prediction?)*

S2 : *Iyam bak. Pngen jadi pemenangnya. (Yes. Because we wanted to be the*

(Continued)

(Continued)

**winner.)**

R : *Kalau kamu dik?* **(How about you?)**

S1 : *Iya, memotivasi.* **(Yes. It motivated me in doing the activity).**

AP-B/ IT/ 16/ P. 164

The quotation of interview transcript 16 above, it showed that the students interested and enthusiastic in the learning by using the game. While playing the game, they could learn the material. The game was motivated the students to predict quickly. In order to be a winner they also had to write more predictions.

In making prediction, they were helped by some pictures which were the researcher showed in LCD. The pictures were gave enough pictures to the students in predicting the content of the new text. Thus, they were able to write more prediction. They could also activate their prior knowledge in predicting the content of new text.

The next action was using scanning strategy to check the words. After writing their prediction in the KWL Chart and on the whiteboard, the researcher showed a new text related to the topic. In order to check their predictions, the students were asked to scan the text. They were able to use this strategy. It was showed by their quickness of finding the specific information in the text. After scanning the new text, they checked the students' predictions together in order to find the winner of the game. In this activity, the students were enthusiastic because they wanted to know the winner of the game. Almost all of the students did prediction well in this meeting. However, there was some students' prediction that did not same with the content of

the new text. Therefore, the group which was did more predictions and correctly, it was the winner of the game.

After that, the researcher continued to the next action. It was writing WH Questions in column W. In this activity, the students made some questions related to the information in the new text. Pictures were still used as media in this meeting. By those pictures, the students were helped to get the big pictures of the information of the new text.

(4:16)

R : *Oh gitu. Trus tadi kan gambarnya ditunjukkan kembali pas membuat pertanyaan, apa gambarnya bisa membantu kalian dalam membuat pertanyaan?*

**: When the pictures were showed in the LCD, did they help you in writing questions?**

S1 : *Iyam bak. Yes.*

R : *Kalau kamu dik?* **What about you?**

S2 : *Iya mbak. Tadi kan ada gambar yang tulisanya Pelita Bandung Raya, jadi bisa bertanya tentang itu.*

**: Yes. I could write a question about Pelita Bandung Raya because it was written on the picture.**

AP-B/ IT/ 16/ P. 165

Inference to the quotation of interview transcript 16 above showed that the students were helped by using those pictures in making some questions. Each picture gave different information about the content of the text. By those pictures they could write more questions related to the new text. Thus, the use of picture in this activity has had important role.

The last action was using skimming and comprehending the new material in column L. When the students finished writing some questions in column W, the researcher showed the new text again. Then, the students had to skim the text in order

to find the answer of their questions. In this activity, almost the students were done quickly. They could find those answers of their questions quickly. It showed that they were able to use the skimming strategy. They also wrote those answers in the last column of the KWL Chart before the researcher asking them. They were already knew the step of using the KWL Chart. In order to check the result of questions and answers, the researcher asked some of the students to read their questions and the answer of the question that related to the new text. After that, they were asked to read the text in depth. While reading in depth they were also asked to highlight the difficult words of the text. Then, the researcher asked the students to discuss the whole text together. Before discussing the whole text, they discuss the difficult words of the text that the students were founded. In the last of discussion the researcher asked some comprehension questions to the students. It was to make sure the students understood to the material.

The last was comprehension text. In this activity, the students were done individually. The aim of this activity was make sure the students' understanding in comprehending the text individually. The activity was still same from previous meeting. The students were distributed some paper of Student's Work Sheet. There were three tasks in the Work Sheet. First task was read the text in depth the new text. The text was still about football player. It was about FirmanUtina. After that, in task two, they had to write the meaning of some vocabulary which was taken from the new text in task one without opening the dictionary. This activity was aimed to refract the students in predict the meaning of difficult words from the text. In this

activity, the students were asked to play the game again. They were divided as four groups like in the first game. Each group has to give the member to write the meaning of the difficult words in the whiteboard. The group that was done first and wrote the meaning correctly based on the text, would be the winner of the game. The last task comprehended the text. The students had to answer those comprehension questions related to the new text in task one. In this activity, they still played the game. Therefore they had to done quickly and wrote the correct answer in the Work Sheet and the whiteboard in order to be a winner of the next game. The students were enthusiast in doing this activity. The situation in the class was noisy because almost each member of each group comes to the front of the class to write the answer. After the students finished writing the answer, they discussed the answer together. Finally, time was up. The researcher asked them to submit the Work Sheet and ended the class praying together.

### **3) Meeting III**

The last meeting of Cycle II was conducted on **Saturday, 18 March 2014**. The actions were still the same from previous meetings. The first action was using interesting topics and pictures. Before going to the first action, as in previous meetings the researcher began the lesson by asking the meaning of some vocabulary. Besides, the researcher also asked some questions related to the material which was learned in the last meeting. The illustration could be seen in appendix field note 12. After that, the researcher showed some pictures related to the topic in that day. The pictures were about artist. The pictures were as follows.



Figure 11: **The pictures Used as Media in Meeting II of Cycle II**

The pictures were used to make the teaching and learning process more interesting. It was also able to attract the students' attention. As a warming up, the researcher asked some questions related to the pictures. The students were able to answer all questions about them. It showed that they were familiar to the pictures.

Those pictures were also used in the next action in pre-reading activity. It was questioning and answering activities about the topics and pictures. In this activity, the researcher tried to recall students' prior knowledge about the pictures by asking some questions. The students were enthusiastic in this activity. The students answered those questions correctly.

(Continued)

(4:17)  
**"Where do you usually see them?"**. "TV, TV miss, di Koran, TransTV, RCTI, majalah miss." *S menjawab bermacam-macam jawaban sesuai apa yang mereka ketahui. (The students answered with various answers based on their own knowledge and experiences.)* **"What do you know about Fatin?"**. "Penyanyi, anggota X-Factor". (She is a singer, a member of X-factor) "Good". "Then, How about Raffi Ahmad?". "Host, penyanyi, artis, pemain sinetron, presenter, pacarnya Yunisara." (He is a host, a singer, an actor, Yuni Shara's boy friend). "Ok good". **"How about Sule?"**. "penyanyi, pelawak, artis, pemain Opra Van Java." (Sule is a singer, comedian at Opera Van Java, artist).

(Continued)



The quotation of the field note 12 above was indicated that the students were enthusiastic in this activity. They were also enthusiastic in answering those questions. They could answer those questions correctly. By those questions the students could activate their prior knowledge. The researcher also helped them in building their vocabulary related to text. Besides, the students were attracted and paid attention to the lesson.

The next action was exploring key words through the KWL chart column K. in this activity, the researcher showed some picture about Raffi Ahmad as media. The pictures were as follows.



Figure 12: **The pictures Used as Media in Meeting II of Cycle II**

By those pictures, the students could activate their background knowledge and express their idea related to the picture. They could also get big picture about the content of the text. Every picture gave different information about the text. The use of pictures had a great role in this activity. The students were enthusiastic in expressing their idea related to the pictures. They could predict more about the content of the new text. In this activity, the researcher also asked the students to play a game. The

game was as in previous meeting. It was aimed to make the students more enthusiastic in the lesson and also make them write more prediction.

In using scanning strategy to check the words, the students were able to check their prediction about the content of the text. By using the scanning strategy, they could find the specific information in the new text quickly. They could not need more time to find those words in the new text. They could not help finding their prediction in the text. Almost their prediction was suitable to the content of the new text.

Writing WH Questions in column W was the next action. In this activity, the researcher still used the pictures in the first action as media. Those pictures could help the students in making some questions. They could find some ideas from the pictures. The pictures gave big picture related to the content of the new text. Thus, the students were able to write more questions related to the text.

The last action was using skimming and comprehending the new material in column L. The researcher showed the text again. Then, she asked the students to skim the text to find the answer of their questions. By using the skimming strategy, the students could find the answer of their questions. They were able to use the strategy well. They could find the general information from the text quickly. After finding the answer, the students were asked to write the answer in the last column of the KWL Chart.

In comprehending the text, the activity was still the same for the previous meeting. The researcher asked students to read the text in depth. While reading in depth, the students were asked to highlight the difficult words in the text. Then, the

researcher and the students discussed the content of the text. The researcher asked the students the content of each paragraph. To make sure their understanding of the text, the researcher asked them some comprehension questions. In answering those questions, most of the students answered correctly. In this activity, they also were asked to write the new information which was founded in the new text. The students were able to write the new information. They could distinguish between the new information which was already founded in the text and the information which know yet.

The last activity was comprehension tasks. The students work individually in this task. They had to work four tasks in the Worksheet. The tasks were almost the same in previous meeting. The first task was read the new text in depth. Then, task two was predicting the meaning of some difficult words related to the new text. The students had to find the meaning without opening the dictionary. In this activity, most of them were able to find the meaning of those words without opening the dictionary. The third task was wrote the T/F of some statements based on the text in task one. They also had to correct the false statements. The last task was comprehension new text. The students were asked to read the text in depth. Then, answered those questions related to the text. The students were done well in general of those tasks. Those tasks were aimed to make sure the student' understanding about the descriptive text or the lesson at that day. When the time was up, the researcher asked the students to submit their work and close the class by praying together.

To support the qualitative data, the researcher conducted a post-test. The post-test was done on Wednesday, March 19. The results of the students' post-test could be seen in Appendix G.

### **c. Reflection of Cycle II**

After implementing the action in Cycle II, the results were discussed with the English teacher. The reflection of each action was described as follows.

#### **1) Using interesting topics and pictures**

The use of interesting topics and pictures in Cycle II could attract the students' interest and attention. Based on interview transcript 14 and field note (FN.10), the students were enthusiastic in the lesson. The use of interesting topic and more attractive pictures was successful in improving the students' interest and attention to the lesson. The students paid attention more soon after the researcher showing some pictures. They also gave their comments about the pictures soon after they were showing. It was showed in the field note (FN.10). The pictures also had important role in the next actions. The pictures helped the students get big picture of the content of the new text.

#### **2) Questioning and answering activities about the topics and pictures**

Based on field note (FN. 10, 12), the students were enthusiastic in answering those researcher's questions. They could answer clearly and correctly related to the topic and the picture. By those questions, the students recalled their prior knowledge about the topic. They also had enough chance to explore their idea about it.

Moreover, by asking some questions related to it, they learnt new words that increased the students' vocabulary.

In this activity, the pictures were still used as media. The used of pictures had a great deal in this activities. By using pictures, the students were helped in expressing and accessing their prior knowledge. They could activate their previous knowledge about the pictures.

### 3) Exploring key words through the KWL chart column K

In exploring key words, the students were able to predict and explore their idea and their prior knowledge about the topic. They were able to write more predictions. Some of the students were able to write some phrases and sentences. In making prediction, the students were helped by the used of some pictures. The pictures helped the students in predicting the content of the new text. They were gave enough information about the content of the new text. Thus, they helped the students in predicting the content of the new text easier. The students were able to predict more words related to the text. By using the picture, it was also helped them in activating their prior knowledge and connected to the pictures. Therefore they could also increase their vocabulary. Based on the interview transcript 14, one of the students who was interviewed, stated that by using more pictures, it made the students easier in finding some vocabulary related to the content of the new text.

**She said, “By using more pictures, we could get ease in predicting the words.”**

**(Interview transcript 14)**

Based on the statement above, it could conclude that the use of some interactive pictures were important in this activities. The pictures could help the students get easy in predicting some content of the new text. By using those pictures, it also stimulated the students in activating their previous knowledge.

In those activities, the researcher also improved the activity by playing a game. Based on field note (FN. 11, 12), the students were very enthusiastic in joining the game. The game made them more active in the lesson. They could learn the lesson while playing the game. It also motivated them in predicting more information from the new text. Besides that, the game also motivated the students to predict quickly because they wanted to be the winner. It was showed in interview transcript 16. One of the students who were interviewed said **“Learning while playing the game was fun. I was more enthusiastic about the activities. It could also motivate me in making prediction as quickly and correctly as possible.”**

#### 4) Using scanning strategy to check the words

Using scanning strategy to check the words was successful enough since the students were able to use the strategy to find the specific information of the new text. They were able to check their prediction quickly by using the strategy. They did not also need more time to check their prediction in the text. Based on interview transcript 14, one of the students who were interviewed stated that using the scanning strategy helped them in finding the information easily and quickly. The students did not have to read the whole text and they did not need more time to find the

information. **“Scanning strategy helped me in find the specific information of the text.”**

5) Writing WH Questions in column W

Based on field note (FN. 12, 13), the students were able to write some questions related to the text. They write what they wanted to know about the text. By writing some questions, they were able to express their curiousness about the content of the text. They were also prepared their previous knowledge before connecting to the new material. In this activity, the researcher also showed the pictures which were used in previous action as media. The use of pictures were helped the students in activating their prior knowledge about the topic and the text. By using the pictures, they could increase their curiousness about the text. Then, writing questions about what they wanted to know related to the content of the text.

(4:18)

R : *Kalau dalam step menulis pertanyaan di pertemuan ini, bagaimana Bu?*

**: How about writing WH questions in this meeting?**

GB : *Sudah lumayan bagus mbak hasilnya. Siswa bisa menulis pertanyaan lebih baik dari sebelumnya. Mereka bisa membuat pertanyaan sesuai apa yang ingin mereka ketahui. Mereka juga bisa membedakan penggunaan kata-kata seperti “Do” dan “Does”.*

**: The result was good enough. The students could write questions better then before. They could make questions based on what they want to know. They could also distinguish the use of words such as “Do” and “Does”.**

R : *Dalam kegiatan ini saya juga menunjukkan beberapa gambar. Apa gamabar itu bisa membantu siswa dalam membuat pertanyaan Bu? Menurut Ibu Bagaimana?*

**: I showed some pictures in this activity. Do the pictures help the students in writing questions?**

GB : *Iya mbak, itu membantu siswa untuk menemukan gambaran tentang materi*

(Continued)

(Continued)

*yang akan dipelajari.*

**: Yes. It helped them get the big picture of the lesson.**

AP-B/ IT/ 17/ P. 165

Based on the interview transcript 17 above, it was conclude that the students were able to write some questions related to the content of the new text. They could share what they want to know by writing some questions. They were also able to distinguish the use of words in writing question such as “Do” and “Does”. By writing some questions were also helped them in comprehending the new text that given. It was indicated in interview transcript 14; **one of the students who were interviewed said “The answer of our questions was on the text. Therefore, it could help in comprehending the content of the text easier because it was asked before.”**

6) Using skimming and comprehending the new material in column L

In using skimming strategy, the students were done well. They were able to use this strategy to find the general information of the text. They could find the answer of their questions in the text quickly. They did not get confused even more to use the strategy.

(4:19)

R : *Lalu untuk Skimming strategy, bagaimana Bu?*

**: What do you think about the implementation of skimming strategy?**

GB : *Iya sama mbak. Siswa sudah tidak bingung lagi dalam menggunakan strategi itu. Dengan strategi itu mereka sudah bisa menemukan jawaban dari pertanyaan yang dibuatnya dengan cepat.*

**: The students were able to use the strategy. Using the strategy, they were able to find the answer of their questions quickly.**

AP-B/ IT/ 15/ P. 163

Inference to the quotation of the interview transcript 15 above, it could be concluded that the students were able to use the Skimming strategy to find the answer

(Continued)



of their questions in the text. They were also able to use the strategy to find the general information of the text. By using the strategy, the students were helped in finding the information quickly. They did not more time to read the whole text in order to find the information.

In comprehending the new material, the researcher helped the students in understanding the content of the text by finding the main idea of each paragraph. The researcher also asked the students to share their idea about the content of each paragraph. The discussion of each paragraph made them more enthusiastic in discussing the text.

(4:20)

R : *Tru stadi kan membahasisi text dari setiap paragraph langsung disimpulkan. Itu gimana menurut kalian?*

**: What do you think of discussing each paragraph activity?**

S2 : *Itu lebih menyenangkan daripada membahas setiap kalimat itu membosankan.*

**: It was satisfied then translating of each paragraph. It was bored.**

R : *Oh gitu, kalau menurut kamu gimana dik?* **How about your opinion?**

S1 : *Iya lebih menyenangkan dan lebih bersemangat kalo membaha ssetiap paraghraph. Yes. It was satisfied and enthusiastic.*

R : *Dengan menyimpulkan setiap isi paragraph, apa bisa mempermudah kalian dalam memahami isi teks?*

**: By concluding of each paragraph, does it made you understand easier?**

S1&S2: *Iya. Yes.*

AP-B/ IT/ 16/ P. 165

Based on the quotation above, it could be concluded that the students were able to understanding the content of each paragraph. They were enthusiastic in discussing the content of each paragraph. Discussion the content of each paragraph made them understand the text easily.

In comprehending the new text, the students were asked to do some tasks individually. They also played game in the tasks. The game made them enthusiastic in doing the tasks. Based on field note (FN. 11, 12), the students were enthusiastic in doing the tasks. They could do tasks well. After doing some actions of the KWL technique, the students felt that it was easier for them in doing reading comprehension tasks.

Moreover, based on the scores in the post-test in Cycle II, it could be concluded that most of the students made some improvement in terms of their scores, in comparison to their scores in the pre-test done in Cycle I.

#### **d. Summary of Cycle II**

From the implementation of the KWL technique in Cycle II, there were some actions that were successful and unsuccessful. The successful actions were discussed as follows.

- 1) Using interesting topics and pictures was successful done. The use of attractive pictures, familiar topics were able to improve the students' interest and attention. By those topics and pictures, it were also helped them in activating they previous knowledge to get some information and some idea related to the content of the text.
- 2) The questioning and answering activities about the topics and pictures were successfully done. Asking questions related to the topic and pictures helped the researcher in stimulating the students to access their prior knowledge. By those questions, the researcher were gave chance to the students to share their

idea and their background knowledge related to the topics and the pictures. The researcher also helped them in digging out their vocabulary related to the topics and the pictures.

- 3) Exploring key words through the KWL chart column K was successful done.

The use of K column of the KWL Chart was facilitated the students to share their idea and their prior knowledge related to the topics and the pictures before reading new text. The students were able to use their previous knowledge by writing some prediction about the content of the new text. Conducting the game was made them enthusiastic in doing the prediction. It was also made the students active in the class.

- 4) Using scanning to check the words was successful enough. The students were able to use the scanning strategy well. They could use the strategy to check their prediction in the new text. Thus, they had not to read the whole text in order to find the specific information in the new text. By the strategy, they could also save the time.

- 5) Writing WH Questions in column W was done successfully. The use of W column of the KWL Chart was facilitated the students in improving their prior knowledge about the content of the text. By W column, they could express the curiosity about the content of the new text by writing some questions. Almost the students were able to write the questions related to the content of the new text correctly.

- 6) Using skimming and comprehending the new material in column L were successfully done. The use of skimming strategy was helped the students in finding general information in the text. They could find the answer of their questions in text quickly and correctly. They were also able to write the answer in L column of the KWL Chart. By skimming the text in order to find the answer of their questions, L column was facilitated them in comprehending the new text individually. The activities in this column were helped them to build connection between their previous knowledge and the new material.
- 7) Comprehending the new material was done by helping the students to find the main idea of each paragraph. They also did some tasks related to text given. Conducting the game in this activity made the students interested and enthusiastic in joining those activities. They became more active in this activity. As the students could do the tasks well, it could be said that they were successful in comprehending the new material.

### **C. General Findings**

Considering the findings in Cycle II that all actions were successfully done at improving the students' reading comprehension, the researcher and the collaborator agreed to end the research in this cycle. The summary of the students' improvement in teaching and learning process of reading during the implementation of Cycle I and Cycle II could be seen in the following table.

**Table 6: The Summary of the Students' Improvement in Teaching and Learning Process of Reading during the Implementation of Cycle I and Cycle II**

Before the Actions	After Cycle I	After Cycle II
The students had low vocabulary mastery	Students could explore many words related to the topics.	Students' vocabulary related to the topic was richer than before. They could express and predict many words.
The pre-reading activities were ignored	There were many activities in pre-reading stages. Thus, those activities could help the students to access their prior knowledge and connect to the new materials.	The activities in the pre-reading stage were improved by conducting a game. The game could make the students more enthusiastic and interested in joining the activities.
The students tend to open dictionary to find the meaning of difficult words of the text	The students could predict some of the meanings of difficult words of the text. However, there were some of them opened their dictionary.	The students could predict the meaning of difficult words better than before. They accustomed to find the meaning of the difficult words without opening the dictionary.
The teacher did not give enough chance to the students to express and share their ideas related to the topic	Questioning and answering activities about the topic of the lesson gave the students more chances to express and share their ideas. They were enthusiastic in answering the researcher's questions related to the topic.	The students accustomed to express and share their ideas related to the lesson soon after the researcher told the topic of the lesson.
The students found difficulties in comprehending English text	The students felt at ease in comprehending the text. However, some of them still had mistakes in doing the comprehensions tasks.	The students felt at ease in comprehending the text. The mistakes in doing the comprehension tasks were lesser than before.
The students' involvement in reading class was low	The students join the lesson actively. However, some of them made noises and did not participate well in groups.	The students were enthusiastic in joining the lesson. They showed better involvement in each activity done during the

(Continued)

(Continued)

		process of teaching and learning reading.
The students were not interested in the activities in the teaching and learning process of reading	The activities in the teaching and learning reading were varied. Therefore, it could attract the students' interest and attention to the lesson.	The activities in the teaching and learning reading were challenging and more varied. So that the students' interest and attention to the lesson were improved.
The teacher seldom related to the students' prior knowledge to the text given	Asking questions about the students' experiences related to the topic which was helped by the availability of the pictures, was done to relate the students' prior knowledge to the text given.	The use of attractive pictures, which were closely related to the topic and the text, asking questions about the students' experiences related to the topic, helped the students to relate their prior knowledge to the text given.
The teacher seldom used some strategies in reading.	The students had known the scanning and the skimming strategies of reading. They could also use it in reading the text to find the specific and general information.	The students used the Scanning and the Skimming strategies in finding specific and general information better than before.

To support the qualitative data, the researcher conducted some tests in order to measure the improvement of students' reading comprehension. The tests were pre-test, that was conducted on Wednesday, February 19<sup>th</sup> 2014, and post-test that was conducted on Wednesday, March 19<sup>th</sup> 2014. They were conducted before and after the implementation of the actions in order to measure the students' improvement. The summary of the students' results on the tests could be seen in the following table.

**Table 7: The Comparison of Students' Reading Comprehension Scores**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	4.25	7.50	5.916667	0.802296
Post-test	30	5.90	7.90	6.872414	0.527051
Valid N	30				

Based on the table above, the students' minimum and maximum scores were increased. The minimum and the maximum scores in the post-test were higher than the pre-test. The students could do the post-test easily. They had improvement in reading comprehension. The students' mean scores in the post-test were also increased. Moreover, the post-test scores were also higher than pre-test. From the result, it could be concluded that the students' reading comprehension improved.

#### **D. Discussion**

The research focused on improving the students' comprehension using the KWL technique. There were some steps for implementing the technique in the research. They were using interesting topics and pictures, questioning and answering activities about the topics and pictures, exploring key words through the KWL chart column K, using scanning to check the words, writing WH Questions in column W, and using skimming and comprehending the new material in column L. This technique was implemented in Cycle I and Cycle II. The findings of the research showed that the KWL technique was successful enough in improving the students' reading comprehension. The discussion of the findings was written as following.

In the first step of the KWL Technique, using interesting topics and pictures, the researcher used interesting topic and picture to attract the students in building the students' interest and attention was successful. It was also successful in making the students to be interested in the lesson.

The next step was the questioning and answering activities about the topics and pictures. Questioning and answering activities about the topics and the pictures were successful to recall the students' previous knowledge toward the topic. It was also gave the students more chances to express and share their ideas related to the topic of the lesson. Questioning and answering activities about the topic of the lesson were successful in making the students to use their prior knowledge. Besides, it helped them in digging out their vocabulary.

The third step was exploring key words through the KWL chart column K. By using K column the researcher asked the student to predict the content of the text by looking at the pictures related to the text and write the prediction in K column. The activity was successful in making the students to use their prior knowledge in order to predict the content of the text. By predicting the content of the text, it could also help them to improve the students' vocabulary.

The fourth step was using scanning strategy to check the words. The introducing one of the strategies of the reading to the students was done well. The implementation of the strategy was also successful enough. The students could use the strategy in order to find quickly their prediction in K column.



The fifth step was writing WH Questions in column W. This column was done well in training the students in improving their thinking related to the topic which was learned. They could express their curiosity by writing some questions related to the content of the text. By writing some questions related to the text, this activity was also facilitated the students in using their prior knowledge, then, connecting to the new material.

The last step was using skimming and comprehending the new material in column L. The introducing one of the strategies of the reading was done well. It was same with the implementation of the scanning strategy; the students could use the skimming strategy in order to find quickly the answer of their questions in the text. By using the strategy, they could find the general information of the text given. In this activity, the students were able to find correct answer of their question.

In comprehending the new material, the students read the text in depth and connected it with their background knowledge. While reading in depth, the students were asked to highlight the difficult words in the text. They were also asked to find and write the new information of the text in the last column of the KWL Chart. In this step, they were stimulated to relate what they had in their prior knowledge to the new information in the text. Comprehending the new material was the Final step in the KWL Technique. It was regarded to be successful as the students could accomplish the tasks well.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

In this chapter, three points are presented. They are conclusions, implications and suggestions. Each point is described as follows.

#### **A. Conclusions**

This research is action research. SMP N 1 Mlati was chosen as the place to conduct the research. The researcher had acquired both qualitative and quantitative data related to the use of the KWL Technique in improving the reading comprehension of grade VII B students at SMP N 1 Mlati. Based on the discussion in the previous chapter, it could be concluded that the used of the KWL Technique could improve the students' reading comprehension. This could be seen from the findings of the research during the action research.

This research was conducted in two cycles, from 19 February to 19 March 2014. Every cycle was conducted in three meetings. In the implementation of the KWL technique, the researcher took six actions which were conducted in this research. They were: using interesting topics and pictures, questioning and answering activities about the topics and pictures, exploring key words through the KWL chart column K, using scanning to check the words, writing WH Questions in column W, and using skimming and comprehending the new material in column L.

In implementing those actions in Cycle I, there were some successful and unsuccessful actions. Therefore, the researcher planed Cycle II to overcome the unsuccessful actions. In cycle II, the researcher conducted some improvement and

revised the actions. By implementing those actions in Cycle II, the students' reading comprehension could be improved. The improvement could be seen from the students' opinion and the two collaborators' opinion about the actions and also from the observation. In addition, the researcher conducted the post-test after implementing Cycle II. The result of the students' post-test showed that there was an improvement of min (5.90) and max (7.90) score on the students' reading comprehension test which was compared with the students' reading comprehension score of min (4.25) and max (7.50) in pre-test. Meanwhile, the mean score of the students' reading comprehension test in the post-test was increased. It was 5.91 on pre-test and 6.87 in post-test. It was concluded that there was an improvement in the students' reading comprehension.

In Cycle I, the implementation of those actions was successfully done in general. The first action in first step, the activities could attract the students' interest and attention to the lesson and the teacher. The students could also activate their prior knowledge by some activities in the second step such as questioning and answering activities. They also had enough chances to explore and share their ideas related to the topic and the text. The next step was they could build their background knowledge and use it to connect the new material. Thus, in comprehending the new text they could do the comprehension text well. They felt at ease in understanding the text.

However, there were some actions that could not be done well in Cycle I. The implementation of the KWL technique in groups could not be done well because the

students' participant in the group was not equally the same. Meaning that, the activity tended to be done by some member of the group and the rest were found being passive. The next was about the use of pictures, the pictures were less interactive. The students could not recall their prior knowledge maximally. They could not explore their prior knowledge about the picture deeper.

In Cycle II, the researcher implemented some actions with some modifications in Cycle I. The students in this cycle mostly did the activity in pairs and individually. It was aimed at improving their participation in every single activity. The next was about the use of pictures. The researcher used more interactive pictures. The purpose of the modification is to make the students explore their ideas about the pictures maximally. The last was employing games. It was used to gain the students' enthusiasm, enjoyment, and interest in the lesson. All of the modifications above therefore could increase the students' reading comprehension.

From the result gained as states above, it can be concluded that the KWL technique was successful to improve the students reading comprehension in the process of teaching reading comprehension.

## **B. Implications**

The results of the research bring some implications to the research members. The implications of the actions are as follows:

1. Using interesting topics and pictures was successful in digging the students' interest and attention to the lesson. The use of the picture also helped the students activate their prior knowledge.

2. Questioning and answering activities about the topics and pictures helped the students in activating their background knowledge related to the topic discussed. This activity also gave the students a chance to share their ideas related to the topic.
3. Exploring key words through the KWL chart column K, this activity gave the students a chance to share their ideas and their prior knowledge related to the topic discussed. This activity also helped the students in increasing their vocabulary.
4. Using scanning strategy to check the words was successful in helping the students find the specific information from the text easily. In this activity, the students had chances to connect their previous knowledge to the content of the text.
5. Writing WH Questions in column W, by this activity, the students improved their prior knowledge related to the topic. It gave a chance to the students to share their curiosity about the topic discussed. This activity also gave the students another way in comprehending the text.
6. Using skimming and comprehending the new material in column L was successful in helping the students in comprehending the text easily. They could find the general information from the text by using the skimming strategy.

### **C. Suggestions**

#### **1. To English Teacher**

For the English teacher, the researcher recommended to use the KWL technique in teaching reading because it helps the students to access their knowledge and connect it with the new knowledge in the new material. By using this technique the teacher can give a chance to the students to express and share their idea related to the new material. The teacher can teach reading more interestingly. The teacher can also involve them in the teaching and learning reading process. In addition, the teacher should use interesting media to make the teaching and learning process becomes interesting.

#### **2. To Other Researcher**

For the other researcher who find the same problems about the process of teaching and learning English, the researcher recommended to use the KWL technique to improve the reading comprehension on different level of education and different English text in order to see the effectiveness of using the KWL technique to improve reading comprehension. In addition the researchers are suggested to create interesting material and use media in teaching and learning process.

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**APPENDIX A**  
**FIELD NOTES**

**No.** : FN. 1  
**Hari, Tanggal** : Kamis, 24 Oktober 2013  
**Waktu** : 09.15-11.25  
**Tempat** : Ruang KP dan Ruang guru  
**Kegiatan** : Izin Observasi dan Penelitian  
**Responden** : R: Peneliti GB: Guru Bahasa Inggris  
KP: Kepala Sekolah

Pada hari Kamis tanggal 24 Oktober 2013, R datang ke SMPN 1 Mlati untuk meminta izin melakukan observasi dan penelitian. Sesampainya di sekolah, R mencari kantor KP untuk menemui KP. Setelah menemukan Ruang KP, R langsung menemui KP. R memperkenalkan diri kepada KP, R mengatakan kalau dia adalah mahasiswa dari UNY. Setelah memperkenalkan diri, R langsung mengutarakan niatnya kepada KP bahwa kedatangannya ke sekolah ini adalah untuk meminta izin melakukan observasi dan penelitian. R kemudian menyerahkan surat izin observasi yang diperoleh dari kampus. R mengatakan kepada KP apabila KP memberikan izin kepada R, observasi akan dilaksanakan pada semester gasal di salah satu kelas VII dan penelitiannya akan dilaksanakan pada semester genap nanti. R juga bertanya kepada KP nama guru yang mengampu kelas VII. Setelah KP menerima maksud dari R, kemudian KP memberikan keputusan/izin ke R untuk melakukan observasi dan penelitiannya di SMPN 1 Mlati. Kemudian KP menyuruh R untuk menemui GB kelas VII dengan tujuan untuk mendapatkan informasi dan berdiskusi dengan GB yang berhubungan dengan observasi dan penelitiannya nanti. Setelah selesai, R berpromosi dengan KP untuk menemui GB kelas VII.

Karena masih jam istirahat, R bisa langsung menemui GB di ruang guru. Setelah bertemu dengan GB kelas VII, R langsung memperkenalkan dirinya dan mengutarakan niatnya seperti apa yang telah dilakukan R kepada KP. R juga mengatakan kepada GB bahwa sebelumnya R telah bertemu dengan KP untuk meminta izin observasi dan penelitian dan KP memberikan izin kepada R, akan tetapi untuk lebih jelasnya KP memberikan saran untuk R untuk menemui GB kelas VII. Setelah R selesai memperkenalkan diri dan menjelaskan niatnya, GB menerima niat dari R dan memulai berdiskusi.

Dalam diskusi ini R bertanya kepada GB kelas VII apa yang bisa dipakai untuk melakukan observasi. Untuk observasinya, R menjelaskan kepada GB bahwa observasi yang dilakukan adalah observasi proses belajar dan mengajar di kelas. R juga bertanya kepada GB kapan bisa melakukan observasi. GB memberikan semua keterangan atau jawaban dari pertanyaan R. GB juga memberikan jadwal kelas VII.

Setelah selesai berdiskusi, kemudian R berpromosi kepada GB untuk pulang.

**No.** : FN. 2  
**Hari, Tanggal** : Sabtu, 09 November 2013  
**Waktu** : 08.40-13.00  
**Kegiatan** : Observasi  
**Responden** :  
                  **R** : Researcher                   **C** : Collaborator 2  
                  **GB** : English Teacher       **S** : Students

Date: November 09, 2013

Place: Class VII B

At 08.40 the researcher came to the school. Then, she waited the English teacher while she was teaching in the class. Then, she met her to confirm that the researcher would conduct a class observation today. After that, they went to VII B classroom. The class was noisy when the researcher was entering to the classroom.

Firstly, the teacher greeted the students. There were 33 students in the class. Then, the teacher introduced the researcher and informed them that today she was going to observe the situation of teaching and learning process in the class.

The class was noisy, but the English teacher directly tried to make them quiet. After that, the teacher asked the students about the homework given in the previous meeting. It was about writing daily activity in the students' worksheet. Then, they discussed the homework. The teacher asked each student to read their home work. Students were very enthusiastic in discussing the topic.

After 30 minutes, they discussed the answers of the homework. Then, the teacher showed a simple text to the students by using LCD projector. The text was about Building a house. First, she read the text aloud as an example. After that, she asked some students to read the text aloud based on her example. When she found mistakes in students' pronunciation, she just stopped them and corrected it in directly. The teacher corrected the students' pronunciation frequently since the students' pronunciation was low. Some of the students did not pay attention to the activity. They seemed uninterested in the reading activity.

Then, the teacher guided the students to understand the text. In guiding the students to understand the text, the teacher asked them to translate each sentence. She asked them, if there were any difficult words. Then, she asked the meaning of words such as stone, paint, woods, hammer, and saw. To find all of the meaning of the words, the students search from their dictionary. Afterwards, the teacher explained the meaning of those words. However, some students on the back rows were noisy and did not pay attention to the explanation. Since the teacher just stood in front of the class and paid her attention to the students around her, she did not aware that those students on the back rows were noisy.

After translating the text, the teacher read some questions. The students wrote those questions and answers it. Some of students found it difficult to understand the

questions. To overcome the difficulty, they searched the meaning each word by opening dictionary. As a result they lacked time to do it. Therefore, she gave extra 10 minutes for the students to answer the questions. After that, they discussed the answers. Although the bell rang, the teacher continued discussing the answers. As a result, no more than half of the students answered all the questions correctly. Then, the teacher ended the class.

Setelah selesai pelajaran, R meminta izin pada GB untuk mewawancarai sebagian dari S. GB menunjuk beberapa S untuk diwawancarai. Kemudian, GB turun dari kelas menuju kantor guru. Setelah selesai mewawancarai S, R dan C turun dari kelas VII B menuju kantor guru untuk berdiskusi dari hasil wawancara dan berpamitan pulang dengan GB. Selain itu, R juga meminta izin untuk mewawancarai beberapa S lagi di hari yang lainnya. GB memberikan saran untuk mewawancarai S pada waktu istirahat. Kemudian R dan C berpamitan pulang.

**No : FN. 3**

**Hari, tanggal : Selasa, 12 November 2013**

**Waktu : 09.30 – 11.25**

**Tempat : Ruang guru**

**Kegiatan : Wawancara**

**Responden : R : Peneliti**

**C : Collaborator 2**

**GB : Guru Bahasa Inggris**

**S : Siswa**

Pukul 09.00 R dan C sampai di SMP N 1 Mlati. R langsung menuju ke ruang guru untuk menemui GB. Sampai di ruang guru R langsung menemui GB dan berdiskusi sebentar mengenai kegiatan yang akan dilakukan pada hari tersebut, yaitu mewawancarai beberapa S lagi. GB menyarankan untuk mewawancarai siswa pada jam istirahat.

Jam 09.40 bel berbunyi tanda istirahat. Kemudian GB mengajak R untuk menemui beberapa S yang akan diwawancarai. Sementara R dan C mewawancarai S, GB turun menuju kantor guru untuk menyelesaikan pekerjaannya.

Setelah selesai mewawancarai S, R dan C turun dari kelas VII B dan menemui GB lagi untuk berdiskusikan hasil wawancara dan berterimakasih kepada GB. Kemudian setelah R selesai berdiskusi, berpamitan untuk pulang.

**No.** : FN. 4  
**Hari, Tanggal** : Sabtu, 08 Februari 2014  
**Waktu** :  
**Kegiatan** : Izin penelitian  
**Respondent** : R : Peneliti                      KP : Kepala Sekolah  
                     SM : Satpam                              GB : Guru Bahasa Inggris

Pukul 09.15 R sampai di SMPN 1 Mlati. Di depan gerbang, R langsung menuju ke pos satpam, di samping gerbang, dan melapor bahwa R ingin menemui KP. SM kemudian mempersilakan R untuk menuju ruang kepala sekolah karena beliau sedang berada di tempat. Kemudian R berterima kasih kepada SM dan menuju ke ruang kepala sekolah.

Ketika melewati ruang guru, R bertemu dengan KS. KS bertanya kepada R mengenai siapa yang ingin ditemui. R menjelaskan bahwa R ingin menemui bapak KS. Kemudian KS mengajak R untuk ke ruang kepala sekolah.

R kemudian memperkenalkan diri kepada KS. Sebelum menyampaikan maksudnya, ternyata KS masih ingat dengan R dan masih ingat tujuan R di SMP tersebut. R kemudian meminta izin KS untuk melaksanakan penelitian pada kelas VII B pada bulan tersebut. KS dengan senang hati mempersilakan R untuk melakukan penelitian. KS memberi saran supaya langsung menemui GB kelas VII B untuk lebih jelasnya mengenai jadwal dan pelajarannya. Setelah selesai dengan KS, R kemudian berterimakasih dan berpamitan untuk menemui GB kelas VII B.

R langsung menuju ruang guru untuk menemui GB. GB ada di ruang guru, karena masih jam istirahat. Kemudian R langsung mengutarakan niatnya untuk izin penelitian. GB menerima maksud R dengan senang hati. Kemudian R dan GB berdiskusi mengenai pelajarannya, waktunya dan teknik yang akan R berikan pada siswa dalam penelitian nantinya. Setelah selesai berdiskusi, R berterimakasih dan berpamitan pada GB.

**No** : FN. 5  
**Hari, tanggal** : Sabtu, 08 Februari 2014  
**Waktu** : 09.30 – 10.00  
**Tempat** : Ruang Guru  
**Kegiatan** : Diskusi Rencana Penelitian  
**Responden** : R : Peneliti  
                     GB : Guru Bahasa Inggris  
                     S : Siswa

Pukul 09.25 R tiba di SMP N 1 Mlati. R kemudian menuju ke ruang guru untuk bertemu dengan GB. Setelah sampai di ruang guru, R langsung menemui GB,

R menyapa GB dan berjabat tangan kemudian GB mempersilahkan duduk dan memulai berdiskusi.

Kemudian R memulai mengutarakan niatnya dan bertanya beberapa hal yang berhubungan dengan penelitian. GB menerimanya dengan sangat baik. GB memberikan beberapa penjelasan dan memberikan jadwal baru untuk kelas VII B, karena jadwal yang diberikan semester kemarin sudah tidak digunakan lagi pada semester genap, dengan jadwal yang barilih waktu yang tepat. kemudian memberikan jadwal u tersebut R bisa memilih waktu yang tepat untuk memulai penelitiannya.

R juga membahas lagi materi dan teknik yang akan dipakai pada peneliatian tersebut. Beberapa menit GB dan R berdiskusi tentang materi yang akan dipakai pada penelitian tersebut. GB memberikan beberapa saran pada R supaya materi yang diberikan pada siswa tidak memberatkan S dan keluar dari kebutuhan S.

Setelah itu, R menjelaskan maksudnya untuk melakukan *pre test*. GB2 menyarankan R untuk melakukan *pre-test* pada hari Rabu tanggal 12 Februari 2014. R juga memberikan beberapa contoh soal yang akan dipakai untuk *pre-test*. GB membahas beberapa menit. Setelah selesai membahas *pre-test* R berterimakasih pada GB dan berpamitan pulang.

No	: FN. 6
Hari, tanggal	: Rabu, 19 Februari 2014
Waktu	: 09.55–11.15
Tempat	: Ruang Guru dan Kelas VII B
Kegiatan	: Pre test
Responden	: R : Peneliti
	GB : Guru Bahasa Inggris
	S : Siswa

R tiba di SMP N 1 Mlati pada jam 9.45, kemudian langsung menuju ke ruang guru karena jam pelajaran akan segera dimulai. Sesampainya di ruang guru, R langsung menemui GB menyapa dan berjabat tangan dengan GB. GB kemudian menanyakan tentang kesiapan R untuk melakukan *pre-test*. R menjelaskan persiapan untuk *pre-test* yang akan dilaksanakan dan memberikan contoh soal yang akan diberikan kepada siswa untuk *pre-test*.

Bel berbunyi, R dan GB bergegas untuk menuju kelas VII B. sesampainya di kelas VII B, GB membuka kelas dengan memberikan sapaan. Kemudian GB meminta R untuk memperkenalkan dirinya dan menjelaskan maksud kedatangannya kepada S. kondisi siswa saat itu tenang dan memperhatikan R saat memperkenalkan dirinya dan menjelaskan maksud dari kedatangannya. Ada tiga siswa yang tidak hadir pada hari itu karena sedang mengikuti perlombaan Mapel. GB berpamitan untuk kembali ke ruang guru karena ada yang harus diselesaikan dan menyerahkan sepenuhnya kepada R.

Kemudian R membagikan soal dan lembar jawab. R juga menjelaskan petunjuk dan peraturan dalam mengerjakan soal pre-test. Sebagian siswa sangat serius dalam mengerjakan pre-test dan sebagian lagi tidak konsentrasi dalam mengerjakan. Pada pertengahan mengerjakan pre-test, S mulai ramai. Ada yang berbincang-bincang dengan teman terdekatnya. Ada juga yang berpindah-pindah dan bahkan ada juga yang menyontek jawaban dari teman terdekatnya. R melihat keadaan tersebut berusaha mengingatkan supaya tidak dilakukannya lagi. Tidak sedikit S yang bertanya tentang terjemahan kata dan soal yang ada dalam soal pre-test. R berusaha untuk menjelaskan soal yang ditanyakan oleh siswa dengan teliti dan jelas yang tidak melanggar aturan yang telah dibuatnya. R hanya menjawab pertanyaan yang sesuai dengan pre-test.

R memberikan waktu yang banyak untuk mengerjakan pre-test ini, 60 menit untuk 40 soal. Akan tetapi dari setengah waktu yang diberikan oleh R, siswa belum mengerjakan setengah dari soal tersebut. Kemudian R memberikan tambahan 10 menit lagi menjadi 70 menit untuk soal 40. R sering kali mengingatkan kepada S supaya tidak kehabisan waktu dan mengerjakan dengan serius.

Sepuluh menit sebelum bel berbunyi, R mengakhiri pelaksanaan pre test dan kemudian menuju ke ruang guru untuk menemui GB. GB kemudian menanyakan tentang kondisi kelas selama pre test. R menjelaskan apa yang terjadi di kelas. Kemudian GB menjelaskan kalau S kelas VII B lumayan berani dan ramai.

Selain itu, R dan GB mendiskusikan jadwal untuk memulai mengimplementasikan teknik yang akan digunakan. R juga membawa rancangan dan materi pembelajaran yang akan digunakan dan mengkonsultasikannya kepada GB. GB memberikan saran tentang porsi teks yang akan digunakan dalam penelitian. GB meminta agar R memberikan teks yang mudah terlebih dahulu kemudian dilanjutkan dengan teks yang sulit sesuai dengan porsi S SMP. R menerima semua saran dari GB dan mencatatnya untuk bahan revisi.

Setelah selesai berdiskusi, R kemudian berpamitan untuk pulang.

<b>No</b>	<b>: FN. 7</b>
<b>Hari, tanggal</b>	<b>: Rabu, 26 Februari 2014</b>
<b>Waktu</b>	<b>: 09.55-11.15</b>
<b>Tempat</b>	<b>: Ruang Guru dan Kelas VII B</b>
<b>Kegiatan</b>	<b>: Implementasi <i>Cycle I</i>, Pertemuan pertama</b>
<b>Responden</b>	<b>: R : Peneliti</b>
	<b>GB : Guru Bahasa Inggris</b>
	<b>C : Colleague as the collaborator 2</b>
	<b>S : Siswa</b>

Pukul 09.45 R dan C tiba di sekolah. P langsung menuju ruang guru untuk menemui GB dan persiapan mengajar. Setelah menyapa dan berjabat tangan dengan GB, R menjelaskan materi yang akan diajarkan kepada S untuk pertemuan pertama ini. R juga memberikan materi kepada GB untuk dikoreksi terlebih dahulu.

Setelah bel berbunyi, pukul 09.55 R, C, dan GB menuju ke kelas VII B. Keadaan kelas saat itu cukup ramai. GB kemudian membuka kelas dengan memberikan salam dan mengingatkan S tentang penelitian R. setelah itu GB menyerahkan kendali kelas kepada R dan GB menuju kebelakang tempat duduk untuk memperhatikan cara mengajar R. R kemudian mulai mengambil kendali kelas, sedangkan C mempersiapkan LCD projector dan perlengkapan yang dibutuhkan untuk mengajar. Selain itu, R juga memberikan sebuah *observation guideline* untuk GB dan C.

R memulai membuka pertemuan dengan sapaan “*Good morning everyone?*” kemudian S menjawab dengan serentak “*Good morning Miss.*” R juga menanyakan kabar S. Selain itu, R juga menanyakan apakah ada yang tidak hadir hari ini. Dan ternyata, semua siswa hadir pada hari ini. Kemudian R menjelaskan bahwa mulai hari ini dan beberapa pertemuan berikutnya akan menggantikan guru bahasa Inggris untuk mengajar di kelas. Untuk mengawali pelajaran, R memberikan penjelasan dan pertanyaan kepada S “Hari ini kita akan mempelajari teks yang pertemuan kemarin telah dibahas oleh Bu Dewi. Yaitu tentang *descriptive text*. Masih pada ingat apa *descriptive text* itu? *What is descriptive text?*” sebagian siswa berusaha menjawab dengan pendapatnya sendiri-sendiri. “Teks yang menggambarkan sesuatu *Miss.*” Salah satu jawaban dari siswa. “*Ok*” jawab R. kemudian R bertanya “Sesuatu itu apa sih?” Siswa menjawab “manusia, barang, tempat” kemudian R mengulangi “*place, people, things*”. R kemudian menjelaskan apa yang akan dipelajari untuk hari ini. “Hari ini kita akan belajar tentang *describing animals*.” “Kalian tahu film *Tom and Jerry*, disana ada binatang apa saja?” hampir semua siswa menjawab dengan ramai “*cat, mouse, dog*”. “Lalu apa ciri-ciri dari *cat*?” “*What is the characteristic of the cat?*”. “*have 4 legs, have 2 ears, punya ekor.*” “Ok kalian semua pintar”. “Sekarang kita akan mempelajari tentang hewan ini.” Kemudian R menyajikan *slide* yang berisi gambar kupu-kupu. “*What it is? Do you know this animal?*” Ada yang menjawab kupu-kupu dan ada yang menjawab *butterfly Miss*. R bertanya beberapa pertanyaan pada S untuk membuat S lebih tertarik pada topic pelajaran pada hari tersebut. Selain itu, dengan pertanyaan-pertanyaan tersebut, R berusaha membangkitkan pengetahuan S tentang kupu-kupu tersebut.

Setelah selesai bertanya, Kemudian R meminta S untuk menggambarkan kupu-kupu sesuai dengan apa yang telah diketahui sebelumnya. R meminta S membuat kelompok, setiap kelompok berisi empat S. R dibantu oleh C membagikan kertas (*K-W-L chart*) kepada S. sebelum S mengerjakan R menjelaskan apa yang harus dilakukan oleh siswa.



Pertama, S diminta untuk menggambarkan butterfly dan menuliskan di kolom pertama yaitu *What I know column*. R meminta S untuk menulis apa yang telah mereka ketahui sebelumnya. S bisa menuliskan dengan bentuk *words, phrases* and *sentences*. Sebagian S ada yang sudah faham apa yang harus dikerjakan dan bagaimana. Sebagian lagi ada yang masih bingung harus melakukan apa. Kemudian R yang dibantu oleh C mengelilingi S untuk bertanya apakah mereka sudah memahami perintahnya dan kemudian menjelaskan untuk membuat S lebih faham dan sesekali GB juga membantu menjelaskan kepada S yang ada didekatnya.

Untuk menjelaskan apa yang harus dikerjakan pada kolom pertama, R membutuhkan waktu yang banyak karena hampir semua S merasa bingung dan belum faham. Untuk mengontrol hasil pekerjaan S dan mengetahui apakah mereka sudah faham atau belum R dan C terus berkeliling dari kelompok yang satu ke yang lainnya. Banyak S yang memanggil R dan C bertanya tentang kosa kata yang belum diketahui bahasa inggrisnya, seperti berbulu dan sayap.

Dalam belajar kelompok ini, tidak semua siswa mau bekerjasama, ada sebagian siswa yang tidak ikut mengerjakan, ada juga yang berbincang-bincang dan bermain-main dengan teman yang ada didekatnya. Ada sebagian kelompok yang serius dalam mengerjakan dan menghasilkan lima nomor lebih dan ada juga yang hanya mendapatkan dua nomor. Masih banyak siswa yang salah dalam menuliskan kosa kata atau spellingnya seperti "*beautiful*" ditulis beatiful.

Setelah R menganggap cukup untuk kolom pertama ini, R bertanya kepada S "*Are you finish?* sudah selesai?". Sebagian S ada yang menjawab "Belum Miss." Kemudian R meminta setiap kelompok untuk membacakan hasil pekerjaannya yang diwakili oleh satu S dari setiap kelompok. R menunjuk setiap kelompok untuk membacakan hasil pekerjaannya. R mendengarkan dengan seksama dan sesekali memberikan koreksi dari pengucapan kata-kata yang salah dan membenarkan kalimatnya.

Setelah semua kelompok selesai mempresentasikan hasil pekerjaannya, kemudian R melanjutkan ke kolom yang ke dua, yaitu *What I want to know column*. Sebelum R meminta S untuk mengerjakan kolom dua ini, R menjelaskan tata cara yang harus dilakukan oleh S. pertama, S diminta untuk bertanya apa yang belum diketahui oleh S tentang *Butterfly* dan menulis pertanyaan tersebut di kolom dua. Sebelum mereka menulis pertanyaan R memberikan beberapa contoh dalam membuat pertanyaan dan menggunakan *question words*, seperti "*How many legs they have?, How many antennas they have?, what is the color of their wings?.*" Kemudian R bertanya kepada S "Sudah faham apa yang harus dikerjakan dikolom dua ini?" "Sudah" jawab sebagian S "Belum" jawab sebagian S lagi. R berusaha menjelaskan lagi dengan pelan dan jelas. Setelah selesai menjelaskan dan memberikan contoh S diminta untuk menulis pertanyaan sesuai apa yang mereka ingin ketahui dari *butterfly* tersebut.

Sebagian S mulai mengerjakan dengan serius dan sebagian lagi masih bingung. R dan C mulai berkeliling untuk menanyakan apakah mereka sudah faham atau belum. “bagaimana? Sudah faham? Tahukan apa yang dikerjakan dikolom ini?” S ragu-ragu untuk menjawabnya. Kemudian R menjelaskan lagi. “begini, ada nggak yang ingin kalian ketahui tentang *butterfly*, seperti yang sudah saya jelaskan tadi, kalau kalian belum tahu berapa jumlah kakinya kalian bisa tanyakan itu. Jadi bagaimana pertanyaannya? kaki itu apa?” “*leg*” jawab S. “Ok” sekarang kalian bisa menuliskan seperti ini “*how many legs they have?*”. “Bagaimana sekarang sudah faham?”. “sudah” jawab S. “Nah sekarang tuliskan pertanyaan yang lainnya”. Kemudian R pindah kekelompok yang lainnya.

Suasana kelas menjadi ramai karena banyak S yang bertanya tentang *vocab* yang mereka belum ketahui dan bagaimana cara membuat kalimatnya. R masih bisa memaklumi suasana yang ramai tersebut karena mereka masih mau mengerjakan tugasnya dan pertanyaan-pertanyaan mereka tidak keluar dari pelajaran akan tetapi R sesekali memperingatkan S supaya tidak ramai.

Kemudian R menyajikan sebuah teks tentang butterfly, yang berjudul *The Beautiful Butterflies*. R meminta S untuk skim teks tersebut dan mencocokkan apa yang telah mereka ketahui sebelumnya dan mencari jawaban-jawaban dari pertanyaan-pertanyaan yang baru saja dibuatnya.

Untuk langkah ketiga ini, S diminta untuk menuliskan jawaban dari pertanyaan yang mereka buat. S harus menuliskan di kolom terakhir yaitu *What I learn column*. R dan C berkeliling untuk mengecek dari jawaban-jawaban yang telah dituliskan oleh S dan juga membantu menuliskan jawaban karena masih ada beberapa S yang masih merasa kesulitan dalam mencari jawaban.

Setelah semua kelompok selesai menuliskan jawaban, R meminta S untuk membaca kembali dalam hati untuk mencari informasi dalam teks yang mereka belum ketahui sebelumnya atau informasi baru dari teks tersebut. Setelah S menemukannya, S harus menuliskan ulang di kolom *What I learn*, di bawah jawaban dari pertanyaan S yang tadi.

Kegiatan berikutnya adalah mengerjakan *comprehension tasks*. Kegiatan tersebut berisi hal seperti menjodohkan kata dalam bahasa Inggris dengan maknanya dan menjawab pertanyaan seputar teks. S mengerjakannya dalam kelompok, kelompok ini hanya terdiri dari dua orang. Hal ini bertujuan untuk meningkatkan kerjasama antar S. setelah itu, R dan S membahas jawaban dari latihan yang pertama yaitu tentang vocabulary. Setelah selesai membahas latihan yang kedua tersebut, S diminta untuk mengerjakan *comprehension tasks* yaitu latihan terakhir yang berisi pertanyaan-pertanyaan seputar teks yang dibaca sebelumnya. Sementara S mengerjakan tugas, R dan C berkeliling kelas untuk mengawasi S dan membantu saat menemukan kesulitan atau pertanyaan. Setelah S selesai mengerjakan tugas terakhir,

R dan S membahas bersama jawaban comprehension tasks tersebut. kemudian R bertanya “Siapa yang benar semua?” Sebagian besar S mengacungkan jari mereka. Hal itu dapat dipahami karena mereka sudah cukup familiar dengan teks deskriptif.

Jam pelajaran habis dan bell berbunyi tanda istirahat dan S diminta untuk mengumpulkan hasil pekerjaannya. R kemudian menutup pelajaran. Sebelum S bubar, R meminta waktu dua S untuk diwawancarai. S menyarankan untuk mewawancarai teman mereka yang ada didalam kelas karena yang lain mau ke kantin. GB kemudian meminta izin untuk ke kantor terlebih dahulu.

Selesai wawancara dengan S, R dan C kemudian menuju ruang guru. R meminta pendapat GB tentang pelaksanaan pembelajaran dan membahasnya sekilas. Setelah selesai berdiskusi dan meminta saran dari pertemuan pertama tersebut R dan C berpatitan untuk pulang.

<b>No</b>	<b>: FN. 8</b>
<b>Hari, tanggal</b>	<b>: Selasa, 04 Maret 2014</b>
<b>Waktu</b>	<b>: 11.30-12.50</b>
<b>Tempat</b>	<b>: Ruang Guru dan Kelas VII B</b>
<b>Kegiatan</b>	<b>: Implementasi <i>Cycle I</i>, Pertemuan kedua</b>
<b>Responden</b>	<b>: R : Peneliti</b>
	<b>GB : Guru Bahasa Inggris</b>
	<b>C : Colleague as the collaborator 2</b>
	<b>S : Siswa</b>

Pada hari Rabu, 04 Maret, R dan C datang ke SMP Mlati untuk melanjutkan penelitian pertemuan ke dua. Kurang lebih pukul 11.25 R dan C sampai di sekolah. Kemudian R langsung menuju ruang guru untuk menemui GB. R bersalaman dengan GB dan dilanjutkan dengan berdiskusi tentang kesiapan R untuk pertemuan pada pertemuan kedua tersebut. Setelah selesai berdiskusi R berpamitan untuk menunggu di luar bersama C sampai bel berbunyi.

Bel berbunyi, R, C dan GB menuju kelas VII B bersama-sama. Seperti pertemuan sebelumnya GB membuka kelas dengan salam dan beberapa pertanyaan untuk membuat S semangat dan siap untuk belajar. Semtara GB membuka kelas R yang dibantu oleh C mempersiapkan materi dan menyalakan computer dan LCD. Kemudian GB menyerahkan kendali kepada R untuk memulai mengajar. GB menuju tempat duduk yang paling belakang.

Sebelum memulai pelajaran pada pertemuan kedua ini, R membagikan observation guideline kepada GB dan C. R memulai pelajaran dengan menyapa S dan bertanya tentang keadaannya dan juga menanyakan siapa yang tidak masuk pada hari itu. Sebelum melanjutkan ke pokok materi R mengingatkan S apa yang akan dipelajari pada hari itu dan sedikit mengingatkan S apa yang telah dipelajari pada pertemuan

kemaren. "Hari ini kita masih akan mempelajari deskriptif teks. *Ok, what we learnt last meeting?*" "kupu-kupu miss". "butterfly Miss". "Butterfly, Panda". Ada bermacam-macam jawaban dari S. "Good" jawab R. "*what are the characteristics of butterflies?*". Ada salah satu S yang berusaha menjelaskan pertanyaan tersebut dengan bahasa Indonesia. "itu yang ditanyakan ciri-cirinya. *Characteristic* itu ciri-cirinya." "*have two antennas, have six legs, insect, have four wings*". Hampir semua S menjawab pertanyaan tersebut sesuai apa yang mereka ingat tentang *butterfly* tersebut. "ok, good" jawab R. "*Hari ini kita masih akan mempelajari deskriptif teks tentang animals. Tapi sebelum kita memulai topic hari ini, saya akan memberikan beberapa kosa kata yang kita pelajari di pertemuan kemarin.*" Kosa-kata tersebut seperti "*Insect, wild, habitat, endemic, speed, compound.*" Dalam aktifitas tersebut, siswa harus menjawab secara langsung/*orally*. sebagian siswa sangat antusias dalam memberikan jawaban karena mereka masih mengingat arti dari kosa kata tersebut. Sebagian siswa hanya diam karena sudah tidak mengingat arti dari kosa kata tersebut. Sebelum menunjukkan gambar, R mengajukan beberapa pertanyaan yang berhubungan topic yang akan dipelajari selanjutnya. "*Do you have a pet?*". "*Pet itu apa miss?*". Tanya salah satu S. "*Pet itu peliharaan ya*". Jawab S yang lainnya dengan ragu-ragu. "*Yes. Right.*" Jawab R. "Punya Miss, kucing, cat miss, kambing, sapi." Jawab beberapa S saling bersahutan. "*Ok. Does everyone have these kinds of pets at home?*" tanya R. "Tidak miss, punya miss". Jawab S saling bersahutan. Kemudian R memberikan beberapa pertanyaan tentang gambar tersebut. "*what is it?*". "Kelinci miss" jawab beberapa S. "kelinci itu apa bahasa Inggrisnya?" "Rabbit miss". Jawab S. "Good". "*what is the characteristics of Rabbit?*". "punya dua telinga", "telinga yang panjang itu apa miss?". "*Long ears*". Jawab R. "*What is the color of the fur?*". Tanya R. "putih, white." Jawab S. "*Nah sudah pada tahukan... apa ciri-ciri Rabbit. Seperti kegiatan yang kemarin, tuliskan apa yang kalian ketahui sesuai pengetahuan kalian.*" "*Kira-kira tentang apa yang ada dalam teks nanti ketika kalian melihat gambar itu*". Sebelumnya R dan C sudah membagikan KWL Chart kepada S.

Untuk kegiatan pada pertemuan ke dua ini, R meminta S untuk mengerjakan *in pairs* hal ini bertujuan untuk membuat kerjasama S lebih efektif karena dipertemuan kemarin salah satu S memberikan saran supaya tidak dibuat kelompok yang terdiri dari banyak S. Hal itu membuat beberapa S tidak ikut mengerjakan atau tidak bekerjasama dalam mengerjakan tugas tersebut.

Seperti sebelumnya, R menjelaskan kembali kepada S apa yang akan dikerjakan pada tugas pertama ini, yaitu mengisi kolom pertama (*what I know column*) sesuai apa yang telah mereka ketahui sebelumnya tentang topic tersebut. R juga menjelaskan bagaimana cara menuliskannya, S bisa menuliskan hanya dengan beberapa kata atau frasa dan kalimat. Sementara S mengerjakan, R dan C berkeliling untuk mengetahui hasil pekerjaan S dan membantu S apabila menadapatkan kesulitan. Beberapa S bertanya tentang vocab.

Topic yang diberikan oleh R sudah sangat diketahui oleh S. Sehingga membuat S tertarik dan senang dalam menggambarkan hewan tersebut. Mereka sangat antusias dalam mengekspresikan ide-idenya. Rata-rata setiap kelompok mendapatkan lima kalimat atau lebih. Dalam mengerjakan tugas pertama tersebut S bisa sedikit lebih cepat dari pada pertemuan yang kemarin. Sedikit demi sedikit S sudah memahami langkah-langkah dalam menggunakan KWL Chart.

Setelah S selesai mengerjakan kolom pertama, R menyajikan sebuah teks yang sesuai dengan topic yang telah diberikan ke S. R meminta S untuk skim teks tersebut. Kemudian S harus mencocokkan prediksi mereka tentang topic tersebut dengan informasi yang ada dalam teks. Kegiatan tersebut membantu S dalam menghubungkan *students' prior knowled* dengan materi yang baru. R bertanya pada S "Apakah prediksi kalian ada yang sama dengan yang ada di teks?". "Ya miss." Jawab beberapa S. "Apa saja yang sama?". "have long ears". "punya telinga miss". "teeth". "vegetables". "memakan tumbuh-tumbuhan". "eat vegetables". Jawab beberapa S yang saling bersahutan. "good, kalian pintar" jawab R. Sambil mebertanya dan mencocokkan R menulis prediksi mereka di papan tulis.

Setelah S selesai mencocokkan, R meminta S untuk membuat beberapa pertanyaan. S bertanya apa yang belum mereka ketahui tentang seputar topic atau kelinci tersebut. Langkah tersebut untuk membantu S dalam menggali informasi baru dalam teks. Sebelum S membuat pertanyaan R membantu/menjelaskan cara membuat pertanyaan. R juga memberikan beberapa contoh *question words*.

Sementara S mengerjakan, R dan C kembali berkeliling untuk mengecek pekerjaan S dan membantu apabila S mendapatkan kesulitan. Beberapa S masih kesulitan dalam membuat kalimat. "miss, kalo Tanya dimana tempat tinggalnya gimana?" "begini...". Jawab R. "dimana itu apa bahasa inggrisnya?". "Where." Jawab S. "kalo tempat tinggal apa?". "apa ya...". "habitat miss." "Ok. Good berarti?" "where is their habitat?". Dari kelompok yang lain juga bertanya. "miss kalo tanya makanannya gimana?". "makanan apa?" tanya R. "food" jawab S. "terus kalau tanya apa gimana? Pakai apa?" "what". "jadi ... what are their foods?". "nah sekarang sudah faham?". "sudah miss...."

Setelah waktu untuk mengerjakan kolom yang kedua ini selesai, R meminta S untuk skim kembali teksnya (teks tentang kelinci) untuk mencari jawaban dari pertanyaan yang S tulis. Setelah mereka menemukan jawabanya, S diminta untuk menuliskan jawabanya di kolom yang terakhir, yaitu kolom *What I learn*. Dalam mengerjakan kegiatan tersebut, beberapa S ada yang masih merasa kesulitan dan bingung. Untuk membantu S yang masih belum faham R dan C kembali berkeliling. Setelah S selesai menuliskan jawaban, R dan S bersama-sama membahas bersama.

Kemudian R meminta S membaca kembali teks tersebut didalam hati untuk mencari informasi-informasi yang baru dan menuliskan di kolom *what I learn*.

Sementara S menuliskan informasi baru yang mereka dapatkan, R dan C kembali berkeliling untuk mengecek hasil pekerjaan S dan membantu menjelaskan kepada S apabila masih ada yang merasa bingung dengan apa yang harus dilakukan. Setelah selesai dengan kegiatan kolom terakhir, R meminta beberapa S untuk membacakan informasi baru yang ditemukan dari teks tersebut dan membahasnya bersama-sama.

Kegiatan selanjutnya adalah mengerjakan *comprehension task*. R dan C membagikan lembar kerja untuk S. S mengerjakan *in pair*. Kegiatan pertama adalah S diminta untuk membaca teks yang ada di *task 1*. Kemudian mereka diminta untuk mengerjakan *task 2*. Yaitu tentang vocabulary. S diminta untuk mencocokkan kata-kata yang sesuai artinya. Dalam mengerjakan task 2 S tidak diperbolehkan membuka kamus. Hal ini bertujuan untuk membantu S dalam berlatih memprediksi arti kata-kata yang sulit dalam teks tanpa membuka kamus.

Setelah selesai menjodohkan arti kata, R membahas bersama dengan S. hampir dari seluruh kelompok menjawab dengan benar. Kemudian R meminta S untuk mengerjakan task terakhir. Kegiatan terakhir ini tentang *comprehension task*. S diminta untuk menjawab pertanyaan-pertanyaan tentang teks yang ada di *task 1*. Ada beberapa S yang bertanya tentang apa arti/maksud dari pertanyaan yang belum difahami. Setelah S selesai mengerjakan *task 3* R dan S membahas teks dan jawaban dari *task 3* bersama, sampai jam pelajaran habis dan bell berbunyi, dan S diminta untuk mengumpulkan hasil pekerjaannya. R kemudian menutup pelajaran sekaligus memimpin doa karena bell sudah berbunyi saatnya jam pulang. Sebelum S bubar, R meminta waktu dua S untuk diwawancarai. S menyarankan untuk mewawancarai teman mereka yang piket hari ini. GB kemudian meminta izin untuk ke kantor terlebih dahulu.

Selesai wawancara dengan S, R dan C kemudian menuju ruang guru. R meminta pendapat GB tentang pelaksanaan pembelajaran dan membahasnya sekilas. Setelah selesai berdiskusi dan meminta saran dari pertemuan pertama tersebut R dan C berpatitan untuk pulang.

No	: FN. 9
Hari, tanggal	: Jum'at, 07 Maret 2014
Waktu	: 09.55-11.15
Tempat	: Ruang Guru dan Kelas VII B
Kegiatan	: Implementasi <i>Cycle I</i> , Pertemuan ketiga
Responden	: R : Peneliti
	GB : Guru Bahasa Inggris
	C : Colleague as the collaborator 2
	S : Siswa

Pukul 09.45 R dan C tiba di sekolah. R langsung menuju ruang guru untuk menemui GB akan tetapi GB tidak ada di ruang guru. R bertanya pada guru yang lain. Salah satu guru mengatakan kalau GB sedang pergi untuk fotokopi data. Kemudian P berterimakasih dan mohon diri untuk menunggu di depan perpustakaan sampai GB datang. Setelah beberapa menit kemudian, GB datang, P segera menemui GB untuk berdiskusi materi yang akan diberikan untuk pertemuan ketiga, R juga memberikan materi kepada GB untuk dikoreksi terlebih dahulu.

Setelah bel berbunyi, pukul 09.55 R, C, dan GB menuju ke kelas VII B. Keadaan kelas masih seperti biasanya ramai banyak S yang belum duduk akan tetapi setelah mereka tahu ada GB masuk kelas bersama R dan C, S segera menempati tempat duduknya. GB kemudian membuka kelas dengan memberikan salam. Setelah itu GB menyerahkan kendali kelas kepada R dan GB memohon diri untuk kembali ke kantor untuk menyelesaikan berkas-berkas untuk laporan rutin. R kemudian mulai mengambil kendali kelas, sedangkan C mempersiapkan LCD projector dan perlengkapan yang dibutuhkan untuk mengajar. Selain itu, R juga memberikan sebuah *observation guideline* untuk C. R memulai membuka pertemuan dengan sapaan "*Good morning everyone?*" kemudian S menjawab dengan serentak "*Good morning Miss.*" R juga menanyakan kabar S. Selain itu, R juga menanyakan apakah ada yang tidak hadir hari ini. Dan ternyata, semua siswa hadir pada hari ini.

Sebelum kepokok pelajaran hari itu R bertanya beberapa pertanyaan pada S untuk mengingatkan apa yang telah dipelajari kemarin. "Hari ini kita masih akan mempelajari deskriptif teks. "*Ok, what we learnt last meeting?*" "kupu-kupu *miss*". "*butterfly Miss*". "*Butterfly*, panda". "Rabbit, kelinci". Ada bermacam-macam jawaban dari S. "*Good, Rabbit*" jawab R. "*what are the characteristics of Rabbit?*". Hampir semua S menjawab pertanyaan tersebut sesuai apa yang mereka ingat tentang *Rabbit* tersebut. "*have long ears, fur, eat vegetables*". "*ok, good*" jawab R. "*Where is the Rabbit habitat?*". "padang rumput, gurun". S menjawab saling bersahutan dengan S yang lainnya. Kalau gajah "*How long the Elephant can live?*". "70 tahun". Jawab S. Sebelum R memulai pelajarannya, R memberikan beberapa *vocabulary* untuk mengetahui apakah S masih mengingat kosakata yang telah dipelajari dipertemuan-pertemuan sebelumnya. R membacakan kosakata satu persatu dan meminta S untuk mengartikan dan menjawab secara langsung dengan lisan, S harus menjawab arti dari kosakata tersebut. Kosakata tersebut seperti "*Weather, Slower, Faster, Fade, Ragged, Mountain, Icon, Thumb, Wild, Meadow, Desert, and Wetlands*". Setelah selesai, R melanjutkan pelajaran dan menjelaskan apa yang akan dipelajari pada hari itu. "hari ini kita masih akan mempelajari deskriptif teks, tapi hari ini akan mempelajari tentang *describing places*." "Describing places itu apa?". "Menjelaskan tempat *miss*". "Tentang tempat *miss*". "ciri-ciri tempat". S menjawab dengan bermacam-macam jawaban. Kemudian R menjelaskan tentang *Describing places*. Karena hari itu listriknya mati, maka R tidak bisa menggunakan LCD. Akan tetapi R berusaha untuk menjelaskan dan membantu S dalam menggambarkan sebuah

tempat. R memberikan beberapa pertanyaan yang berkaitan dengan topic. “*Do you know temple?*”, “*yes miss*” hampir semua S menjawabnya. “*Ok. What temples do you know?*”, “Borobudur, Prambanan, Boko” jawab dari beberapa S. “Good... kalian pernah kesana?”, “pernah miss”, “Ok. Apa yang kalian lihat dicandi tersebut?”. “Banyak miss”, “Ada patung, ada candi-candi kecil”. Jawab S. “Good kalian pintar”. Jawab R. Setelah R selesai memberikan beberapa pertanyaan, R meminta S untuk mengerjakan latihan pertama. Sambil membawa laptop R menunjukkan beberapa gambar dan bertanya pada S “jadi kalau candi yang ini kalian sudah pada tahu kan?”, “sudah, Borobudur miss” jawab S. “sekarang tugas kalian seperti biasanya menggambarkan/ memprediksi apa saja yang akan dibahas dalam text tentang candi Borobudur dalam KWL chart kolom pertama.”

Kemudian R yang dibantu oleh C membagikan lembar KWL chart. Sambil membagikan R dan C bertanya pada S apa yang harus dilakukan dalam kegiatan pertama ini, untuk mengetahui kefahaman S. untuk membantu S, R berkseliling sambil membawa laptop dan menunjukkan beberapa gambar candi Borobudur yang ada di laptop.

Setelah selesai mengerjakan kolom pertama, R dan C membagikan sebuah teks yang sesuai dengan topik pada S. R meminta S untuk skim teks tersebut. Kemudian S harus mencocokkan prediksi mereka tentang topic tersebut dengan informasi yang ada dalam teks. Kegiatan tersebut membantu S dalam menghubungkan *students' prior knowled* dengan materi yang baru. R bertanya pada S “Apakah prediksi kalian ada yang sama dengan yang ada di teks?”. “Ya miss.” Jawab beberapa S. “Apa saja yang sama?”. “ada patungnya, ada patung besarnya, terletak di jawa tengah, central java”. Jawab S saling bersahutan. “good, kalian benar semua” jawab R.

Kemudian R meminta S untuk mengerjakan kolom yang ke dua dan R menjelaskan lagi secara singkat apa yang harus dikerjakan oleh S. R dan C berkeliling untuk mengetahui hasil pekerjaan S dan membantu S apabila ada kesulitan. Untuk mengerjakan kolom yang kedua ini, R juga memberikan beberapa contoh pertanyaan tentang pieces. Dalam pertemuan ini, masih ada beberapa S yang bertanya pada R dan C bagaimana cara menulis kalimat dan kosa kata yang mereka belum ketahui. Akan tetapi tidak sebanyak dipertemuan-pertemuan sebelumnya. Dalam mengerjakan kolom dua ini, S sudah bisa menuliskan beberapa pertanyaan yang berbeda-beda, seperti bertanya lokasinya ada dimana, berapa banyak patung yang terdapat pada candi Borobudur, berapa ketinggiannya. Setelah S selesai mengerjakan kolom kedua, S diminta untuk skim kembali teksnya (teks tentang Borobudur) untuk mencari jawaban dari pertanyaan-pertanyaan mereka. Setelah mereka menemukan jawabannya, S diminta untuk menuliskan jawabannya di kolom yang terakhir, yaitu kolom *What I learn*. Untuk membantu S yang masih kesulitan dalam menuliskan kalimat Bahasa Inggris R dan C kembali berkeliling. Setelah S



selesai menuliskan jawaban, kemudian R meminta S membaca kembali teks tersebut didalam hati untuk mencari informasi-informasi yang baru dan menuliskan di kolom *what I learn*. Sementara S menuliskan R dan C kembali berkeliling untuk mengecek hasil pekerjaan S dan membantu menjelaskan kepada S apabila masih ada yang merasa bingung dengan apa yang harus dilakukan. Setelah selesai dengan kegiatan kolom terakhir, R meminta beberapa S untuk membacakan informasi baru yang ditemukan dari teks tersebut dan membahasnya bersama-sama. R membahas setiap paragraph untuk mempermudah memahami teks tersebut dan meminta S untuk mengutarakan pendapatnya.

Kegiatan selanjutnya adalah mengerjakan *comprehension task*. R dan C membagikan lembar kerja untuk S. dua S mendapat satu lembar kerja. Kegiatan pertama adalah S diminta untuk membaca teks yang ada di *task 1*. Kemudian mereka diminta untuk mengerjakan *task 2*. Yaitu tentang vocabulary. S diminta untuk mencocokkan kata-kata yang sesuai artinya. Dalam mengerjakan task 2 S tidak diperbolehkan membuka kamus. Hal ini bertujuan untuk membantu S dalam berlatih memprediksi arti kata-kata yang sulit dalam teks tanpa membuka kamus. Sebelum S mengerjakan task 2 mereka harus membaca teks terlebih dahulu supaya mereka bisa mengerjakan task 2 dengan benar. Setelah selesai menjodohkan arti kata, R membahas bersama dengan S. hampir dari seluruh kelompok menjawab dengan benar. Kemudian R meminta S untuk mengerjakan task terakhir. Kegiatan terakhir ini tentang *comprehension task*. S diminta untuk menjawab pertanyaan-pertanyaan tentang teks yang ada di *task 1*. Ada beberapa S yang bertanya tentang apa arti/maksud dari pertanyaan yang belum difahami. Setelah S selesai mengerjakan *task 3* R dan S membahas teks dan jawaban dari *task 3* bersama, sampai jam pelajaran habis dan bel berbunyi, dan S diminta untuk mengumpulkan hasil pekerjaannya. R kemudian menutup pelajaran sekaligus memimpin doa karena sudah saatnya jam pulang. Sebelum S bubar, R meminta waktu dua S untuk diwawancarai. S menyarankan untuk mewawancarai teman mereka yang piket hari ini.

Selesai wawancara dengan S, R dan C kemudian menuju ruang guru. R meminta pendapat GB tentang pelaksanaan pembelajaran dan membahasnya sekilas. Setelah selesai berdiskusi dan meminta saran R dan C berpatitan untuk pulang.

<b>No</b>	<b>: FN. 10</b>
<b>Hari, tanggal</b>	<b>: Rabu, 12 Maret 2014</b>
<b>Waktu</b>	<b>: 09.55-11.15</b>
<b>Tempat</b>	<b>: Ruang Guru dan Kelas VII B</b>
<b>Kegiatan</b>	<b>: Implementasi <i>Cycle II</i>, Pertemuan pertama</b>
<b>Responden</b>	<b>: R : Peneliti</b>
	<b>GB : Guru Bahasa Inggris</b>
	<b>C : Colleague as the collaborator 2</b>
	<b>S : Siswa</b>

Seperti biasanya, kurang lebih 15 menit sebelum masuk kelas R dan C tiba di sekolah. Kemudian R yang ditemani oleh C menuju ruang guru untuk menemui GB. Sesampainya di ruang guru, R langsung menemui GB dan seperti biasanya, R langsung mendiskusikan materi yang akan dipakai pada hari itu untuk beberapa saat. R juga memberikan *softfile* pada GB. Setelah bel tanda masuk berbunyi, R, C, dan GB menuju ke kelas VII B. GB kemudian membuka kelas dengan memberikan salam. Setelah itu GB menyerahkan kendali kelas kepada R dan GB menuju tempat duduk yang dibelakang S. R kemudian mulai mengambil kendali kelas, sedangkan C mempersiapkan LCD projector dan perlengkapan yang dibutuhkan untuk mengajar. Selain itu, R juga memberikan sebuah *observation guideline* untuk GB dan C.

R memulai membuka pertemuan dengan sapaan “*Good morning everyone?*” kemudian S menjawab dengan serentak “*Good morning Miss.*” R juga menanyakan kabar S. Selain itu, R juga menanyakan apakah ada yang tidak hadir hari ini. Dan ternyata, semua siswa hadir pada hari ini. Sebelum melanjutkan ke pokok materi, seperti pertemuan-pertemuan biasanya R memberikan beberapa kosa-kata yang sudah mereka pelajari di pertemuan terakhir kemarin, seperti “*built, construction, influenced, stone, terrace, square, rededicated, major, environment, occupy, distance, offer, and finest*”. Kegiatan ini bertujuan untuk mengetahui kefahaman dan mengetahui apakah mereka masih mengingat kosa kata yang telah dipelajari di pertemuan sebelumnya. Dalam kegiatan ini, R mengajak S untuk bermain game untuk beberapa saat. S dibagi menjadi empat kelompok sesuai barisan tempat duduknya. Dalam permainan ini, S harus beradu kecepatan dengan S yang lain untuk menjawab arti dari kosa kata yang dibacakan oleh R dengan tunjuk tangan dan tanpa membuka kamus. Kelompok yang menjawab paling banyak dan benar akan menjadi pemenangnya. Akhirnya kelompok B menjadi pemenang utama. Dalam melakukan permainan ini, S terlihat sangat senang. Mereka saling berebut untuk menjawabnya supaya menjadi pemenang. Mereka sangat senang apabila diberikan game dan mereka masih meminta diberikan game lagi.

Setelah selesai bermain game, R melanjutkan ke pokok pelajaran pada hari itu. Sebelum menunjukkan gambar, R bertanya beberapa pertanyaan pada S tentang topik yang akan dipelajari pada hari itu. Topiknya adalah tentang The Amazing Tourism. Pertanyaannya seperti: The researcher began by asking some question related to the topic in that day such as: “Have you ever been to certain places on your vacation?”. “Where are they?”. “Yes miss”. “pernah Miss”. “Ever, Ever”. Jawab S saling bersahutan. “Ok. Where?”. Tanya R. S menjawab dengan bermacam-macam nama tempat pariwisata yang pernah mereka datangi. Setelah selesai bertanya, kemudian R menunjukkan beberapa gambar. Setelah S melihat gambar-gambar tersebut mereka saling membicarakan pada teman-temannya yang ada didekatnya. “Itu Gembira Loka”. “Iya itu tempat beli tiket.” “Itu pantai mana ya?”. “Kayaknya pantai Parangtritis”. Kemudian R bertanya “Do you know this pictures?”, “Yes, Gembira Loka dan pantai”. “Parangtritis dan Gembira Loka Zoo”. “Pantai parangtritis dan Gembira

Loka". "Yes, you are right." "Have you ever been there?" "Yes". Jawab S. "What do you see in Gembira Loka Zoo?" "Hewan, animals, gajah, ular, harimau, monyet." Mereka menjawab dengan beragam jawaban. "Ok. Good", "What do you see in Parangtritis Beach?". "Pasir, ombak, tempat makan, orang memancing". Jawab S saling bersahutan. Setelah itu, R menunjukkan beberapa gambar ada yang baru dan ada yang beberapa gambar yang sudah ditunjukkan sebelumnya. Setelah S melihat gambar tersebut, kemudian R meminta S untuk memprediksi isi text baru yang sesuai dengan topic yang sudah dibahas sebelumnya. Seperti kegiatan di pertemuan-pertemuan sebelumnya, mereka harus menulis prediksi mereka di kolom pertama dari KWL Chart. S mengerjakan kegiatan tersebut berdua. Sebelum S mengerjakan R dan C sudah membagikan KWL Chart pada setiap pasangan. Dalam mengerjakan kegiatan pertama tersebut, S tidak lagi membutuhkan banyak penjelasan dari R karena mereka sudah memahami apa yang harus dilakukan pada kolom pertama tersebut. selain itu, gambar-gambar yang ditunjukkan oleh R sangat membantu S dalam memprediksi. S bisa mengerjakan dengan cepat dan menulis prediksi lebih banyak dari pertemuan sebelumnya. Sementara S mengerjakan R dan C berkeliling untuk mengetahui hasil prediksi mereka. Mereka sangat antusias dalam mengerjakan kegiatan tersebut. hal itu menunjukkan bahwa dengan topic tersebut S bisa mengerjakan dengan mudah dan tertarik dengan pelajaran pada pertemuan tersebut.

Selanjutnya, setelah S selesai mengerjakan kolom pertama, R meminta S untuk cek hasil prediksinya didalam teks baru. Pertama, R menunjukkan teks baru, kemudian meminta S untuk Scan teks tersebut dengan tujuan untuk mengecek hasil prediksinya apakah ada yang sama dengan isi teks tersebut. Dalam menggunakan Scanning strategy, S sudah bisa menggunakan dengan baik dan benar. Mereka bisa mencari hasil prediksinya dengan cepat didalam teks tersebut. Sebagian dari prediksi mereka ada yang tidak sesuai dengan isi teks tersebut. setelah mereka selesai scan teks tersebut, R bertanya pada S "Apakah prediksi kalian ada yang sesuai dengan isi text tersebut?". "Ada miss" "Punya kita sebagian nggak sama miss". Untuk memastikan hasil pekerjaan siswa ada yang sama dengan isi teks tersebut, R meminta beberapa S untuk membaca hasil prediksinya.

Setelah selesai scan teks, R meminta S untuk membuat pertanyaan. Pertanyaan tersebut untuk mencari informasi yang mereka belum ketahui sebelumnya. S harus membuat pertanyaan yang jawabanya terdapat pada teks tersebut. Dalam mengerjakan kegiatan tersebut S sudah bisa membuat beberapa pertanyaan dengan benar. Mereka mencontoh dari contoh-contoh pertanyaan yang sudah diberikan di pertemuan-pertemuan sebelumnya. Ketika S sedang mengerjakan, R dan C terus berkeliling untuk mengecek hasil pekerjaan S dan memberikan bantuan apabila ada S yang bertanya.

Kegiatan selanjutnya adalah skimming. Setelah S selesai menulis beberapa pertanyaan, R menunjukkan teks lagi. S diminta untuk mencari jawaban dari

pertanyaan-pertanyaan mereka dengan menggunakan skimming strategy. dalam pertemuan tersebut, S sudah bisa menggunakan strategy tersebut dengan benar. Mereka bisa mencari jawaban-jawaban tersebut dengan cepat dan benar. Dalam mencari jawaban tersebut hampir semua S bisa mendapatkan jawaban dari pertanyaannya. Itu menunjukkan bahwa pertanyaan S sesuai dengan isi teks tersebut. S sangat senang karena pertanyaannya sesuai dengan isi teks tersebut. Walaupun masih ada beberapa pertanyaan yang masih tidak sesuai dengan isi teks tersebut. Setelah S selesai menuliskan jawabannya. Seperti dipertemuan sebelumnya S diminta R untuk membaca di dalam hati teks tersebut sambil menandai kata-kata yang sulit di dalam teks tersebut. Setelah itu S dan R membahas isi teks tersebut dengan mendiskusikan kata-kata yang sulit kemudian membahas setiap paragraph dari teks tersebut.

Kegiatan selanjutnya masih sama seperti dipertemuan sebelumnya. R memberikan tugas untuk setiap S. kegiatan ini bertujuan untuk mengetahui keapahaman setiap S dalam memahami sebuah teks baru. Dalam kegiatan ini, S diminta untuk bermain game. Game ini digunakan untuk membuat S lebih bersemangat dalam mengerjakan kegiatan tersebut. Dalam bermain game ini, S dibagi menjadi empat group seperti biasanya. Mereka harus memprediksi arti kata-kata sulit dari teks sebelumnya tanpa membuka kamus. S sangat bersemangat dalam bermain dan mengerjakan kegiatan tersebut karena mereka ingin menjadi pemenangnya. Mereka bisa mengerjakan dengan cepat dan benar. Setelah itu setiap group harus menuliskan jawabannya di papan tulis yang diwakili oleh setiap anggotanya.

Setelah selesai mengerjakan kegiatan tersebut R meminta S untuk mengerjakan kegiatan terakhir yaitu mengerjakan Comprehension Task. Dalam mengerjakan kegiatan terakhir ini hampir semua S bisa mengerjakan dengan benar. Itu menunjukkan bahwa mereka sudah bisa memahami teks baru dengan baik. Karena waktunya sudah habis maka R dan S tidak bisa mendiskusikan jawabannya. Kemudian R mengakhiri kelas dengan meminta S untuk mengumpulkan tugasnya dan berdoa.

<b>No</b>	<b>: FN. 11</b>
<b>Hari, tanggal</b>	<b>: Sabtu, 15 Maret 2014</b>
<b>Waktu</b>	<b>: 11.30-12.50</b>
<b>Tempat</b>	<b>: Ruang Guru dan Kelas VII B</b>
<b>Kegiatan</b>	<b>: Implementasi <i>Cycle II</i>, Pertemuan kedua</b>
<b>Responden</b>	<b>: R : Peneliti</b>
	<b>GB : Guru Bahasa Inggris</b>
	<b>C : Colleague as the collaborator 2</b>
	<b>S : Siswa</b>

Pukul 11.15 R dan C tiba di sekolah. R langsung menuju ke ruang guru untuk menemui GB. Sementara itu, C menunggu di depan perpustakaan. Sesampainya R di ruang guru, R langsung menemui GB dan seperti biasanya, R langsung

mendiskusikan materi yang akan dipakai pada hari itu untuk beberapa saat. R juga memberikan *softfile* pada GB. R dan GB berdiskusi sampai akhirnya bel tanda masuk berbunyi. Kemudian R, GB dan C menuju ke kelas VII B. Setelah sampai di ruang kelas VII B, GB langsung membuka kelas dengan memberikan salam dan memberikan kata-kata penyemangat. Setelah itu, GB menyerahkan kendali kelas kepada R dan GB menuju tempat duduk yang dibelakang S. R kemudian mulai mengambil kendali kelas, sedangkan C mempersiapkan LCD projector dan perlengkapan yang dibutuhkan untuk mengajar. Selain itu, R juga memberikan sebuah *observation guideline* untuk GB dan C.

R memulai membuka pertemuan dengan sapaan “*Good morning everyone?*” kemudian S menjawab dengan serentak “*Good morning Miss.*” R juga menanyakan kabar S. Selain itu, R juga menanyakan apakah ada yang tidak hadir pada hari itu. Dan semua siswa hadir. Seperti biasanya R memulai pelajaran dengan mengetes kosa-kata S dengan bertanya beberapa vocabulary. Akan tetapi dalam kegiatan tersebut R tidak memberikan game pada S. R hanya meminta S untuk menjawab secara langsung dan secara lisan. Dalam kegiatan tersebut S sangat antusias dalam menjawab arti dari beberapa vocabulary yang diberikan oleh R. hampir semua S bisa menjawab semua arti dari kosa kata tersebut. Setelah selesai dengan kegiatan tersebut, R memulai pokok pelajaran pada pertemuan tersebut. Sebelumnya, R menjelaskan dan bertanya beberapa pertanyaan tentang materi-materi yang telah dipelajari di pertemuan-pertemuan sebelumnya. “*What we learned in previous meetings?*.” “Banyak miss”. “Gembira Loka Zoo, Parangtritis, Kebun binatang, Butterfly, Rabbit, Gajah, Borobudur”. Jawab S saling bersahutan. Mereka menjawab dengan berdeda-beda jawaban. “*Ok. You are right.*” “*What kinds of Descriptive texts that we learned in previous meetings?*”. “*What are they?*” “Descriptive text tentang hewan, animals, tempat miss, place miss”. “*Ok. Good.*”. “*We learned Descriptive texts about animals and places.*”. “*Now, today we are going to learn Descriptive text about people.*”. “*Do you ever describing people?*”. “Yes. Pernah”. “How did you describe them?”. “Itu orangnya bagaimana, rambutnya warna apa, tingginya, bajunya, laki-laki atau perempuan.” “Ok. Good”. “Jadi kalian sudah pada tahukan, bagaimana mendesripsikan orang?”. Kemudian R menunjukkan beberapa gambar melalui LCD. Gambar tersebut tentang pemain sepak bola. “Siapa ya?, Pemain sepak bola, itu Bambang pamungkas, iya itu bambang dan Firman Utina.” Hampir semua S menebak-nebak nama orang yang ada pada gambar tersebut. “*Now we are learn about this pictures? Do you know them?*”. “Bambang Pamungkas dan Firman Utina” jawab S. “Yes. Bambang Pamungkas and Firman Utina”. “What do you know about them?”. “Ya pemain sepak bola”. Jawab S. “*How does Bambang look like?*” “Ganteng, handsem, tinggi” Jawab S. “*Ok. How about Firman, How does he look like?*” “Tinggi, ganteng, rambutnya hitam, bajunya merah.”. “Good.” Jawab R. Setelah selesai bertanya, Kemudian R menunjukkan beberapa gambar lagi tentang Bambang Pamungkas dan meminta S untuk mengerjakan kegiatan pertama, yaitu mengisi kolom K dari KWL Chart. S harus mengisi dengan hasil prediksi mereka dari topik

ataw beberapa gambar yang ditunjukkan oleh R. Sebelumnya R yang dibantu oleh C telah membagikan KWL Chart untuk S. S mengerjakan dengan berpasangan. Dalam kegiatan tersebut S diminta untuk mengerjakan dengan cepat dan benar karena mereka akan bermain game. Setelah S selesai memprediksi, R meminta dari setiap kelompok untuk menulis hasil prediksinya di papan tulis. Mereka harus mengambil perwakilan dari setiap kelompoknya dan bergantian menuliskan prediksinya. Setiap perwakilan dari setiap kelompok harus menuliskan prediksi yang berbeda. S dibagi menjadi empat kelompok seperti pertemuan sebelumnya, sesuai dengan barisan tempat duduknya. Untuk menjadi pemenang mereka harus menuliskan prediksi dengan benar dan paling banyak sesuai dengan text yang diberikan oleh R. Dalam melakukan kegiatan awal tersebut, S sangat antusias dan terlihat sangat senang. Mereka berusaha mengerjakan dengan cepat dan benar. Dari gambar-gambar yang R tunjukkan, sangat membantu S dalam memprediksi dan lebih mudah menemukan kosa-katanya. Dengan gambar-gambar tersebut, S juga lebih mudah dalam mengaktifkan prior knowledgenya tentang topic tersebut. Setelah S selesai mengerjakan kolom L dan menuliskan prediksi mereka di papan tulis, R menunjukkan sebuah teks baru tentang Bambang Pamungkas. Kemudian, S diminta untuk scan teks tersebut. Setelah S selesai Scan teks tersebut, R menutup kembali teks tersebut dan bersama-sama dengan S membahas hasil prediksi mereka yang telah di tulis di papan tulis. Dalam kegiatan tersebut, suasana kelas menjadi ramai sehingga R dan meminta S supaya tidak ramai dan membahas dengan tertib. Hampir semua S memprediksi dengan baik dan benar akan tetapi ada beberapa kelompok yang masih kecewa karena masih kurang banyak hasil prediksinya.

Kemudian R berlanjut ke kegiatan selanjutnya, yaitu membuat pertanyaan yang berhubungan dengan topic atau teks tersebut. S diminta untuk membuat pertanyaan tentang apa yang mereka belum ketahui tentang topic tersebut. Dari pertanyaan-pertanyaan yang mereka buat mereka akan mendapatkan informasi dari teks tersebut. Dalam mengerjakan kolom W tersebut, S mengerjakan dengan antusias. Hampir semua S/pasangan bisa membuat pertanyaan dengan benar dan lebih banyak. Mereka sudah terbiasa dengan membuat pertanyaan. Walaupun sebagian pertanyaan masih simple. Seperti biasanya, R yang dibantu oleh C berkeliling untuk mengetahui hasil pekerjaannya dan membantu S apabila ada kesulitan.

Setelah S selesai membuat pertanyaan, R menunjukkan kembali teks yang sama dan meminta S untuk skim teks tersebut dengan tujuan untuk mencari jawaban dari pertanyaan-pertanyaannya. Seperti biasanya S harus menuliskan jawabannya di kolom terakhir dari KWL chart. Yaitu kolom L. Dalam mencari jawaban S masih diminta untuk menggunakan Skimming strategy. Dalam menggunakan Skimming strategy tersebut, S sudah faham caranya dan semakin baik dalam menggunakannya. Itu dibuktikan dari kecepatan dalam mencari jawaban dan jawaban yang benar sesuai pertanyaan dan isi teks tersebut. Untuk membuktikan S menulis pertanyaan dan

jawaban yang sesuai dengan teks, R meminta beberapa S untuk membaca pertanyaanya dan jawaban yang ditemukan didalam teks tersebut.

Kemudian, R meminta S untuk membaca teks tersebut didalam hati. Sambil membaca S diminta untuk menandai kata-kata yang susah yang ada dalam teks tersebut. Setelah S selesai membaca, R dan S bersama-sama membahas kata-kata yang susah terlebih dahulu, kemudian membahas seluruh isi teks tersebut. Setelah selesai membahas teks tersebut, S diminta untuk menuliskan informasi baru yang mereka dapatkan setelah membaca teks tersebut. Di akhir pembahasan R memberikan beberapa pertanyaan yang berhubungan dengan teks tersebut untuk memastikan semua S telah faham dengan materi yang telah dipelajarinya.

Kegiatan selanjutnya masih seperti kegiatan dipertemuan sebelumnya. Mereka bermain game sambil belajar. Mereka juga bisa mengerjakan kegiatan tersebut dengan baik dan sukses pada umumnya.

Setelah selesai mendiskusikan hasil jawaban S, R kemudian mengakhiri kelas dengan meminta S untuk mengumpulkan tugasnya dan meminta ketua kelas untuk memimpin do'a.

<b>No</b>	<b>: FN. 12</b>
<b>Hari, tanggal</b>	<b>: Selasa, 18 Maret 2014</b>
<b>Waktu</b>	<b>: 11.30-12.50</b>
<b>Tempat</b>	<b>: Ruang Guru dan Kelas VII B</b>
<b>Kegiatan</b>	<b>: Implementasi <i>Cycle II</i>, Pertemuan ketiga</b>
<b>Responden</b>	<b>: R : Peneliti</b>
	<b>GB : Guru Bahasa Inggris</b>
	<b>C : Colleague as the collaborator 2</b>
	<b>S : Siswa</b>

Pukul 09.35 R dan C tiba di sekolah dan ternyata GB telah memberitahu lewat sms, apabila R sudah sampai di sekolah, R diminta untuk menemui langsung GB di perpustakaan. Setelah selesai membaca pesan dari GB R dan C langsung menuju ke perpustakaan. Sampai perpustakaan R dan C meminta izin masuk sama petugas perpustakaan untuk menemui GB. Setelah diberikan izin masuk R dan C segera masuk dan menemui GB. R dan C bersalaman dengan GB dan ternyata disana sudah ada mahasiswi dari UNY yang sedang melaksanakan penelitian juga. R dan C juga berbincang-bincang sebentar dengan mahasiswa tersebut.

Kemudian GB menanyakan materi yang akan dipakai untuk pertemuan tersebut. R memberikan RPP pada GB yang sudah lengkap dengan materinya. R juga memberikan softfile pada GB. R dan GB membahas materi tersebut untuk beberapa saat sampai akhirnya bel masuk berbunyi. R, C, dan GB menuju ke kelas VII B. GB kemudian membuka kelas dengan memberikan salam. setelah itu GB menyerahkan

kendali kelas kepada R dan GB menuju tempat duduk yang dibelakang S. R kemudian mulai mengambil kendali kelas, sedangkan C mempersiapkan LCD projector dan perlengkapan yang dibutuhkan untuk mengajar. Selain itu, R juga memberikan sebuah *observation guideline* untuk GB dan C.

R memulai membuka pertemuan dengan sapaan "*Good morning everyone?*" kemudian S menjawab dengan serentak "*Good morning Miss.*" R juga menanyakan kabar S. Selain itu, R juga menanyakan apakah ada yang tidak hadir hari ini. Dan ternyata, semua siswa hadir pada hari ini. Sebelum melanjutkan kepokok materi, seperti pertemuan-pertemuan biasanya R memberikan beberapa vocab untuk mengetahui mengetahui apakah mereka masih mengingat kosa kata yang telah dipelajari dipertemuan-pertemuan sebelumnya.

Setelah selesai, R memulai melanjutkan kemateri pokok untuk pertemuan tersebut. Sebelum menjelaskan topic hari itu, R bertanya tentang materi yang dipelajari di pertemuan terakhir kemarin. "*What we learned in the last meeting?*". "*Describing people, mendesripsikan orang, mempelajari text tentang Bambang Pamungkas dan Firman Utina, mendesripsikan pemain sepak bola*". Jawab S saling bersahutan. "*Ok good. Today we are still learning about descriptive text about people.* Kemudian R menyajikan beberapa gambar tentang artis. "*Do you know who are they?*", "*Fatin, Raffi, Raffi Ahmad, Sule*". Jawab S saling bersahutan. Kemudian R menunjuk satu persatu sesuai urutan dari gambar tersebut dan bertanya "*Who is in number one?*", "*Fatin, Fatin miss*", hampir semua S menjawabnya. "*Who is the next?*", "*Raffi miss, Raffi Ahmat Miss*". Jawab S. mereka sangat antusias dengan materinya karena topiknya menarik, S sudah mengetahui orang-orang yang ditunjukkan oleh R. "*Ok, who is the last?*", "*Sule miss...*". "*Good kalian benar semua.*" "*Where do you ussuly know them?*". "*TV, TV miss, di Koran, TransTV, RCTI, majalah miss.*" S menjawab bermacam-macam jawaban sesuai apa yang mereka ketahui. "*What do you know about Fatin?*". "*Penyanyi, anggota X-Factor*". "*Good*". "*Then, How about Raffi Ahmad?*". "*Host, penyanyi, artis, pemain sinetron, presenter, pacarnya Yunisara.*" "*Ok good*". "*How about Sule?*". "*penyanyi, pelawak, artis, pemain Opra Van Java.*"

Kemudian R menunjukkan beberapa gambar dari Raffi Ahmad dan meminta S untuk menuliskan apa yang mereka ketahui tentang gambar tersebut. Sebelum S mengerjakan R dan C membagikan lembar kerja dan menjelaskan sedikit petunjuk mengerjakan kegiatan tersebut. S memulai mengerjakan kegiatan pertama. Dalam mengerjakan kolom K ini S menulis lebih banyak dan lebih baik dari pertemuan sebelumnya. Sebagian dari S membuka kamus dan sebagian lagi mengerjakan tanpa membuka kamus hanya sesekali bertanya pada R, C, atau temannya sendiri. Mereka sangat aktif dan sangat antusias dalam mengisi kolom K tersebut. Suasana kelas lebih tenang dari pada pertemuan sebelumnya. Hanya ada beberapa S yang masih ramai tapi tidak seramai pertemuan sebelumnya. Sementara S mengerjakan kolom K, R dan



C berkeliling untuk mengetahui hasil pekerjaan S dan membantu apabila S mendapatkan kesulitan.

Setelah S selesai mengerjakan kolom K, R menunjukkan sebuah teks yang sesuai dengan topik yang dibahas pada pertemuan tersebut. R meminta S untuk skim teks tersebut. Kemudian S harus mencocokkan hasil dari pengetahuannya dengan informasi yang ada dalam teks tersebut. Kegiatan tersebut membantu S dalam menghubungkan *students' prior knowled* dengan materi yang baru. R bertanya pada S “Apakah yang kalian tulis ada yang sama dengan yang ada didalam teks?”. “Ya miss.” Jawab beberapa S. “Apa saja yang sama?”. “famous, singer, good looking, tall, actor”. Jawab S saling bersahutan. “good, kalian benar semua” jawab R.

Kemudian R meminta S untuk mengerjakan kolom yang ke dua yaitu kolom W dan R menjelaskan lagi secara singkat apa yang harus dikerjakan oleh S. R dan C berkeliling untuk mengetahui hasil pekerjaan S dan membantu S apabila ada kesulitan. Untuk mengerjakan kolom yang kedua ini, R juga memberikan beberapa contoh pertanyaan tentang pleces. Dalam mengerjakan kolom W ini, S bisa menuliskan banyak pertanyaan dari pada pertemuan-pertemuan sebelumnya, walaupun masih ada yang salah dalam menuliskan pertanyaan seperti “Where do he live?, where do you come from?”. Beberapa S mengerjakan dengan membuat pertanyaan sesuai contoh yang telah diberikan oleh R. sebagian S bertanya pada R dan C untuk kosa-kata yang belum diketahui dan bagaimana harus membuat pertanyaanya karena masih ada beberapa S yang masih bingung dalam membuat kalimat.

Setelah S benar-benar selesai mengerjakan kolom W, R menunjukkan teks yang telah ditunjukkan dikegiatan pertama dan meminta S untuk skim teks kembali dan mencari jawaban dari setiap pertanyaan yang ditulisnya dan menuliskan jawabanya di kolom L. Masih ada beberapa S yang masing bingung dalam memahami kolom W dan L. “Miss yang kolom in diapain...” kemudian R yang dibantu oleh C menjelaskan pada S yang belum memahami apa yang harus dikerjakan dalam kolom tersebut. R dan C terus berkeliling untuk memastikan semua S faham apa yang harus dilakukan. Setelah S menuliskan jawaban, R meminta S untuk menuliskan informasi baru yang ada dalam teks tersebut. Sementara S menuliskan informasi baru, R dan C masih terus berkeliling untuk memastikan mereka faham dan menulis informasi baru dengan benar.

Kemudian setelah S selesai menuliskan informasi baru, R membahas teks tersebut bersama. R bertanya beberapa pertanyaan untuk memastikan kalau S benar-benar faham, seperti “*who is Raffi Ahmat?, how tall is he?, whom do he work with?*” S menjawab semua pertanyaan dengan antusias dan membuktikan bahwa mereka benar-benar faham.

Kegiatan selanjutnya adalah mengerjakan *comprehension task*. R dan C membagikan lembar kerja untuk S. mereka masih mengerjakan inpairs. Kegiatan

pertama adalah S diminta untuk membaca teks yang ada di *task 1*. Kemudian mereka diminta untuk mengerjakan *task 2*. Yaitu tentang vocabulary. S diminta untuk mencocokkan kata-kata yang sesuai artinya. Dalam mengerjakan *task 2* S tidak diperbolehkan membuka kamus. Hal ini bertujuan untuk membantu S dalam berlatih memprediksi arti kata-kata yang sulit dalam teks tanpa membuka kamus. Sebelum S mengerjakan *task 2* mereka harus membaca teks terlebih dahulu supaya mereka bisa mengerjakan *task 2* dengan benar.

Setelah selesai menjodohkan arti kata, R meminta untuk menuliskan jawaban dipapan tulis. S dibagi menjadi empat kelompok dan mereka harus menulis dengan cepat dipapan tulis. Kelompok yang menuliskan jawaban tercepat dan benar. Kelompok tersebut yang akan menjadi pemenangnya. S sangat antusias dan senang dalam mengerjakan kegiatan tersebut. Sehingga mereka sesekali berebut untuk menuliskan jawaban dipapan tulis. Suasana kelas juga menjadi ramai akan tetapi R sering mengingatkan pada S supaya mereka melakukan dengan tertib.

Setelah latihan pertama selesai, R meminta S untuk melanjutkan mengerjakan latihan yang kedua. Latihan kedua tersebut tentang *true and false*. S harus menandai pernyataan yang ada dalam kolom dengan T/F, apabila pernyataan tersebut F maka S harus menuliskan pernyataan yang benar sesuai teks yang ada di *task 1*. Seperti latihan yang pertama S harus mengerjakan cepat dan benar dan menuliskan jawaban dipapan tulis. Kemudian setelah S selesai mengerjakan *task 2* dan menuliskan dipapan tulis, R membahas jawabanya secara bersama-sama.

*Task 2* selesai dibahas, kemudian R meminta S untuk melanjutkan mengerjakan latihan yang terakhir. Dalam *task 3* ini, S harus membaca secara singkat dan menjawab beberapa pertanyaan seputar teks tersebut. Mereka harus mengerjakan cepat dan benar untuk menjadi pemenang. Mereka juga harus menuliskan di papan tulis. Setelah S selesai mengerjakan latihan terakhir, R membahas bersama mencari jawabanya yang benar dan mencari kelompok apa yang akan menjadi pemenang.

Jam pelajaran habis dan bel berbunyi. R meminta S untuk mengumpulkan hasil pekerjaannya. kemudian menutup pelajaran sekaligus memimpin doa karena sudah saatnya jam pulang. Sebelum S bubar, R meminta waktu dua S untuk diwawancarai. S menyarankan untuk mewawancarai teman mereka yang piket hari tersebut. Selesai wawancara dengan S, R dan C kemudian menuju ruang guru. R meminta pendapat GB tentang pembelajaran pada pertemuan tersebut dan membahasnya sekilas. R dan GB juga membahas untuk pertemuan selanjutnya. Setelah selesai berdiskusi dan meminta saran pada GB, R dan C berpatitan untuk ulang.

**No** : FN. 13  
**Hari, tanggal** : Sabtu, 08 Februari 2014  
**Waktu** : 09.30 – 10.00  
**Tempat** : Ruang guru dan Kelas VII B  
**Kegiatan** : Post-test  
**Responden** : R : Peneliti  
GB : Guru Bahasa Inggris S : Siswa

R dan C tiba di SMP N 1 Mlati pada jam 09.05, kemudian langsung menuju ke ruang guru untuk menemui GB. Sesampainya di ruang guru, R langsung menyapa dan berjabat tangan dengan GB. GB kemudian bertanya tentang kesiapan R untuk melakukan post test.

Bel berbunyi, pukul 09.55, R, C, dan GB bergegas untuk menuju kelas VII B. sesampainya di kelas VII B, R kemudian menyapa S dan menanyakan kabar mereka. Pada saat itu semua S hadir. Setelah itu, GB menyerahkan kendali kelas dan berpamitan untuk ke ruang guru.

R dan C kemudian membagikan lembar soal dan lembar jawaban. Terdapat tiga puluh soal pilihan ganda dalam post test tersebut. Kemudian R menjelaskan aturan dalam mengerjakan post test. R memberikan waktu 60 menit untuk mengerjakan test. Sementara S mengerjakan test, R dan C berkeliling kelas untuk mengawasi S dalam mengerjakan soal. Beberapa S bertanya baik pada R maupun C tentang maksud dari beberapa butir soal. Di pertengahan test, beberapa S terutama S laki-laki mulai ramai. Beberapa ada yang berbalik ke belakang untuk berbicara dengan temannya. Ada juga S yang bertanya jawaban dari beberapa soal. Kemudian R memperingatkan dengan cukup tegas. Alhasil, S kembali tenang.

Pukul 10.50 S ternyata sudah selesai mengerjakan post test. Kemudian, R meminta S untuk mencocokkan jawabannya. Setelah semua jawaban telah disebutkan dan S sudah selesai mengoreksi hasil pekerjaan temannya, R meminta S untuk mengumpulkan lembar jawaban.

Setelah selesai R berterimakasih pada S dan GB atas bantuannya dan partisipasinya dalam penelitiannya. R juga meminta maaf pada S dan GB apabila ada kesalahan dan tingkah laku yang kurang sopan dalam penelitian tersebut. kemudian R mengakhiri kelas dan turun bersama-sama dengan GB dan C. R mengikuti GB menuju ruang guru untuk berdiskusi sebentar mengenai penelitian. R berterimakasih dan memohon maaf pada GB atas segala kesalahan selama melaksanakan penelitian. Sebelum R pulang, GB meminta salinan dari semua materi dan soal-soal pada test yang telah dilakukan. Setelah itu R dan C berpamitan untuk pulang.

**APPENDIX B**

**INTERVIEW TRANSCRIPTS**

No : Interview 1  
Hari, tanggal : Sabtu, 09 November 2013  
Waktu : 12.55  
Tempat : Ruang Guru  
Responden : R : Peneliti  
GB : Guru Bahasa Inggris

- R : Mohon maaf Bu, saya mau bertanya beberapa hal mengenai process pembelajaran Bahasa Inggris untuk kelas VII B, apa sekiranya Ibu ada waktu?
- GB : Iya mbak, silahkan.
- R : Dalam proses belajar mengajar Bahasa Inggris, biasanya kesulitan apa saja yang biasanya dihadapi oleh siswa kelas VII B, khususnya dalam reading?
- GB : Kebanyakan dari mereka masih kurang kosa katanya dalam Bahasa Inggris. Kelas VII B ini juga termasuk yang masih lemah dalam Bahasa Inggrisnya.
- R : Oh... kalau untuk pelajaran Reading biasanya bagaimana Bu?
- GB : Ya biasanya apersepsi dulu, terus memahami isi teks, dan terakhir mengerjakan tasks seputar teks mbak.
- R : Untuk apersepsi biasanya siswa diberikan kegiatan apa Bu?
- GB : Ya dikenalkan dulu judul teks dan arti dari judul itu. Biasanya sih saya tanyakan ke siswa artinya itu.
- R : Oh begitu, untuk kegiatan awal, apa Ibu pernah mendiskusikan judul bersama-sama dengan siswa Bu?
- GB : Wah, gak pernah e mbak, paling ya tanya artinya, terus saya ajarkan reading aloud.
- R : Kalau untuk mencari arti kata-kata yang sulit dalam teks biasanya bagaimana Bu?
- GB : Ya biasanya siswa saya suruh cari di kamus mbak, sekalian biar mereka terbiasa bawa kamus. Tapi kadang ya saya kasih clues, terus mereka suruh menebak.
- R : Untuk pelajaran reading biasanya Ibu menggunakan media apa?
- GB : Pakai LCD mbak, karena dikelas VII B sudah ada LCD-nya. Sekarang saya sudah bisa memakai computer. Jadi saya bisa menampilkan teks dari buku-buku yang saya punya mbak, seperti buku scaffolding. Seperti yang tadi saya juga menampilkan teks dari file PDF.
- R : Untuk teks yang tidak bergambar apa Ibu pernah memberikan/menambahkan gambar yang sesuai dengan teks tersebut.
- GB : Ya itu tergantung dari buku yang dipakai mbak. Kalau ada gambarnya ya sekalian ditampilkan, kalau nggak ada ya nggak pakai. Itupun kalau pas saya pakai LCD.
- R : Kalau untuk materi reading biasanya Ibu mengambil dari mana saja Bu, apa Ibu juga mengambil dari internet?
- GB : Kalau sumbernya ya kadang saya ambil dari buku paket dan LKS. Kalau internet sih nggak pernah mbak, soalnya lumayan ribet. Kalau sumber belajar

dari luar sekolah paling ya kalau dapat buku paket dalam bentuk *soft file*, seperti scaffolding itu tadi, ya saya pakai juga.

R : Oh begitu, Bu sementara untuk hari ini sudah cukup informasinya. Mohon maaf sudah mengganggu waktu Ibu. Terimakasih banyak.

**No : Interview 2**

**Hari, tanggal : Sabtu, 09 November 2013**

**Waktu : 12.55**

**Tempat : Ruang Kelas**

**Responden : R : Peneliti**

**C : Colleague as the second collaborator**

**S1 : Siswa (Anang)**

**S2 : Siswa (Fian)**

**S3 : Siswa (Antoni)**

C : Selamat siang dik, namanya siapa?

S1 : Anang

S2 : Fian

S3 : Antoni

C : Ini, kakak mau tanya-tanya tentang pelajaran Bahasa Inggris. Menurutmu pelajaran bahasa Inggris itu gimana dik?

S1 : Wah...gimana ya, ya ada enakya juga.

S2 : Ada susahnya dan gampangya.

S3 : Iya, terkadang gampang terkadang susah.

C : Kalau Anang, Enaknya di mana dik?

S1 : Ya enak di cara belajarnya.

C : Maksudnya enak di cara belajarnya gimana dik?

S1 : Ya...enakn aja belajar bahasanya bule.

C : Kalau Fian tadi bilang ada susahya da nada gampangya. Susah dan gampangya itu dimana?

S2 : Ya pelajaranya, kadang mudah difahami, kadang susah.

C : Pelajaran apa contohnya?

S2 : Kayak memahami teks. Kata-katanya kadang mudah difahami dan ya susah.

C : Sekarang Antoni tadi bilang terkadang gampang dan terkadang susah. Gampang susahya dimana?

S3 : Memahami kata-katanya. Kadang gampang diartikan kadang susah.

C : Oh...kalian punya kesulitan gak dik di pelajaran bahasa Inggris?

S1, S2 & S3 : Ada mbak.

C : Apa Dik?

S3 : Mmm kalo dari bahasa Inggris ke bahasa Indonesianya itu lho mbak.

C : O berarti menerjemahkan bahasa Inggris ke Indonesia gitu.

S1 & S3 : Iya mbak.

C : Kalau kamu dik?

S2 : Kalau buat kalimat juga terkadang masih susah.

C : Oh gitu, Kalo misalnya membaca teks bahasa Inggris gitu, apa yang biasa kamu lakukan untuk memahami isi teks?

S1 : Ya dibaca aja. trus diterjemahin.

C : Kalau kalian berdua apa yang kalian lakukan?

S2 & S3 : Sama. Diterjemahin.

C : Cara menerjemahkannya gimana Dik?

S2 : Ya buka kamus aja mbak.

S1 & S3 : Iya sama buka kamus.

C : Jadi sering buka kamus ya?

S2 : Iya mbak, kan kalo dapat bacaan bahasa Inggris gitu langsung diterjemahin pakai kamus.

C : Sekarang tentang pembelajarannya. Menurutmu Guru Bahasa Inggris kalian sekarang kalo ngajar gimana Dik?

S1 : Enak.

C : Enaknya di mana?

S1 : Ya gak galak gitu.

C : Kalau menurut kalian gimana?

S3 : Iya nggak galak, nggak suka marah-marah.

S2 : Ibunya lembut, menyenangkan kalo ngajar.

C : Oh... gitu. Kalau pas ngajar reading, ibunya suka pakai gambar gitu gak Dik?

S1 : Ya kadang pakai, tapi bukan pas reading kak.

C : Lha kalau pelajaran reading ibunya biasanya bagaimana? Apa dikasih tahu topic/ judulnya dulu trus dibahas, kalau nggak ya dikasih tahu topiknya trus memncoba memprediksi isinya gitu nggak? Atau Cuma dikasih teks trus langsung dibaca dan mengerjakan pertanyaan tentang teks?

S2 : Nggak mbak. Biasanya ya dikasih teksnya, trus ditunjuk salah satu siswa buat baca keras, trus mengerjakan soal.

C : Oh..gitu ya. Nah, kalau teknik yang sering digunakan Ibunya dalam mengajar reading apa Dik?

S3 : Nggak tau. Teknik seperti apa?

C : Seperti menggunakan *skimming* dan *scanning* atau yang lainnya. Gimana?

S3 : Kayaknya nggak pernah.

C : Oh... trimakasih ya semuanya.

S1, S2 & S3 : Sama-sama mbak.

No : Interview 3  
Hari, tanggal : Selasa, 12 Novembaer 2013  
Waktu : 09.43  
Tempat : Ruang Kelas  
Responden : R : Peneliti  
              S1 : Siswa (Cantika)  
              S2 : Siswa (Aprelia)

R : Selamt pagi Dik, namanya siapa aja nih?  
S1 : Cantika  
S2 : Aprelia  
R : Maaf au tanya–tanya tentang pelajaran bahasa Inggris, menurut kalian pelajaran bahasa Inggris tu susah apa nggak?  
S1 : Agak susah.  
S2 : Susah.  
R : Susahnya di mana Dik?  
S1 : Ya pokoknya susah, nggak...nggak tahu artinya gitu.  
R : Kalau kamu dik, gimana?  
S2 : Ya sama, susah artinya.  
R : Kalau reading nih, biasanya apa yang kalian lakukan untuk memahami isi teks? Buka buka kamus atau bagaimana Dik?  
S2 : Ya iya tho mbak, buka buka kamus gitu buat ngartiinnya.  
R : Jadi, sering buka kamus gitu ya pas reading?  
S1&S2: Iya mbak.  
R : Kalau kesulitannya dalam bahasa Inggris apa Dik?  
S1 : Membaca mbak.  
R : Maksudnya membaca itu bagaimana? Susah cara bacanya atau susah nyari artinya?  
S1 : Dua–duanya mbak. Cara bacanya ya susah, apalagi artinya, ndadak buka kamus.  
R : Kalau Aprelia gimana?  
S2 : Sulitnya buat memahami teksnya.  
R : Maksudnya banyak yang nggak tahu arti dari vocab–vocabnya gitu ya?  
S2 : Iya.  
R : Kalau Ibunya menurut kalian gimana mengajar Bahasa Inggrisnya?  
S1 : Enak mbak.  
R : Kalau kamu dik, gimana?  
S2 : Enak Ibunya, nggak galak e.  
R : Ibunya sering pakai gambar, video atau media yang lain gitu nggak Dik kalau ngajar?  
S1&S2: Ya...kadang-kadang pakai.  
R : Trus kalau pakek LCD, biasanya Ibunya pakek untuk apa?  
S1 : Buat nampilin teks gitu.



R : Teks sama gambarnya nggak?  
 S2 : Kadang Cuma teksnya.  
 R : Kalau mengajar reading gimana Dik? Dikasih teks langsung disuruh baca dan menjawab soal tentang teks atau bagaimana?  
 S1&S2: Iya.  
 S1 : Biasanya diajarin cara bacanya juga, trus diartiin.  
 R : Pernah nggak Dik kalau reading tuh dikasih tahu topiknya/judulnya dulu, trus dibahas dengan cara gurunya tanya – tanya ke adik tentang arti judulnya, tentang apakah adik tahu atau pernah punya pengalaman yang sesuai dengan topic/judulnya gitu?  
 S1&S2: Nggak pernah mbak. Biasanya ya langsung baca teksnya.  
 R : Oh gitu tho. Ya sudah, makasih ya Dik.

**No : Interview 4**  
**Hari, tanggal : Selasa, 12 Novembaer 2013**  
**Waktu : 09.45**  
**Tempat : Ruang Kelas**  
**Responden : R : Peneliti**  
**C : Colleague as the second collaborator**  
**S1 : Siswa (Yayang)**  
**S2 : Siswa (Wahyu)**

C : Selamat pagi Dik?  
 S1&S2: Siang.  
 C : Namanya siapa?  
 S1 : Yayang  
 S2 : Wahyu  
 C : Menurut kalian, pelajaran bahasa Inggris tuh gimana Dik?  
 S1 : Bahasa Inggris menurut saya ya menyenangkan.  
 C : Menyenangkannya gimana Dik?  
 S1 : Paling ya kalau bahas–bahas soal gitu.  
 C : Kalau Dik Wahyu gimana?  
 S2 : Agak susah  
 C : Agak susahnya di mana?  
 S2 : Terjemahannya.  
 C : Kalau begitu sering bawa kamus nggak?  
 S2 : Sering, kan buat nerjemahin.  
 C : Ok, nah kalau kesulitan kalian dalam bahasa Inggris apa Dik?  
 S1 : Kalau mengerjakan soal, trus nggak tahu artinya.  
 C : Oh, berarti vocabnya ya. Kalau nggak tahu arti dari beberapa kata gitu, apa yang kamu lakukan?  
 S1 : Tanya sama teman, kalau nggak tahu ya buka kamus.

C : Kalau Wahyu bagaimana?

S2 : apa?

C : Kalau menemui kesulitan pas lagi baca teks bahasa Inggris, apa yang kamu lakukan?

S2 : Ya...dipilih sing paling dong dulu. Diwaton, rak tekon – tekon mbak, di kira-kira sing paling bisa dulu. Sebisanya mbak.

C : Oke...kalau menurut kalian, Ibunya kalau ngajar bagaimana dik?

S2 : Yo penak banget mbak. Sok ngasih soal yang gampang, sok nambahi nilai juga. (tertawa)

C : Kalau misalnya di reading Dik, Ibunya biasanya kalau ngajar bagaimana, awal-awalnya ngapain dulu gitu?

S2 : Yo...sok dicontohin cara bacanya trus disuruh ngulangin. Trus abis itu ngerjain soal deh.

C : Kalau Dik Yayang gimana?

S1 : Sama seperti Wahyu, tapi biasanya kalau nggak tahu artinya tuh disuruh tanya gitu mbak.

C : Nah, soal media nih, Ibunya biasanya pakai media apa? Sering nggak pakai gambar-gambar gitu?

S1&S2: Pakai LCD. Terkdang menunjukkan video-video tentang lagu gitu.

C : Nah, kembali ke reading, sebelum membaca sebuah teks, apakah adik selalu melihat judul teksnya?

S1&S2: Ya iya mbak.

C : Nah, kalau misalnya ada gambar pada teks yang akan dibaca, apakah adik memperhatikan gambar tersebut?

S1 : Iya.

S2 : Ya iya mbak kalau ada gambarnya, tapi hampir nggak pernah ada gambarnya sih, kan kalau teks di LKS jarang ada gambarnya. Yang ditampilin juga jarang ada gambarnya.

C : Oh...Apa adik pernah mengungkapkan hal-hal yang sudah adik ketahui waktu tahu judul teksnya? Misal dapat judul my school, apa adik pernah mengatakan, ini nanti pasti tentang keadaan sekolah, bangunan-bangunan sekolah, jumlah kelasnya, dll. Gitu?

S2 : Ya cuma dibatin mbak.

C : Nggak pernah dibahas sama gurunya gitu pas sebelum membaca teksnya?

S1&S2: Nggak pernah, kan langsung disuruh niruin cara bacanya.

C : Oh...pernah nggak Dik memprediksi isi teks dari judul atau gambarnya kalau memang ada?

S1&S2: Nggak pernah.

C : Oh ya sudah, makasih ya Dik.

**No : Interview 5**  
**Hari, tanggal : Selasa, 12 Novembaer 2013**  
**Waktu : 09.50**  
**Tempat : Ruang Kelas**  
**Responden : R : Peneliti**  
**S1 : Siswa (Ratih)**  
**S2 : Siswa (Lianti)**

R : Maaf ya saya mau tanya-tanya tentang bahasa Inggris nih. Menurut kalian pelajaran bahasa Inggris tuh gimana Dik?

S1 : Ya agak susah.

R : Kalau kamu gimana Dik?

S2 : Ya lumayan susah gitu lah.

R : Susahnya itu di mana sih Dik?

S2 : Mm hafalin verb-verb itu loh.

R : Oh, jadi vocabnya gitu ya, susah karena banyak yang gak tahu artinya gitu ya?

S1&S2: Iya.

R : Biasanya apa yang kalian lakukan saat menemui kesulitan? Misalnya ya, kan dikasih teks bahasa Inggris gitu, trus pas baca kok ada yang nggak tahu artinya, biasanya apa yang kalian lakukan?

S1 : Tanya Bu Dewi aja.

S2 : Buka kamus.

R : Jadi, sering bawa kamus nggak nih kalau pelajaran bahasa Inggris?

S2 : Iya, bawa.

S1 : Nggak pernah, kan bisa tanya Bu Dewi langsung,.

R : Kalau Bu Dewi nggak mau jawab gimana?

S1 : Nah, nanti baru pinjam kamus.

R : Nah, kalau reading biasanya bagaimana Dik? Apa yang biasanya dilakukan kalau reading? Dikasih teks trus gimana?

S1&S2: Ya biasanya dikasih teks trus ditunjuk disuruh baca di depan kelas gitu.

R : Abis itu gimana Dik?

S1&S2: Abis itu ya kalau ada soalnya trus dkerjain, kalau nggak ada ya cuma diterjemahin teksnya trus dihafalin.

R : Biasanya kalo pas nerjemahin teksnya, suka ditanyain BuDewi apa ada kata yang sulit gitu nggak Dik?

S1&S2: Iya, kadang-kadang ditanyain.

R : Trus yang nemuin jawabannya biasanya siapa? Apa Bu Dewi sendiri yang akhirnya jawab?

S1&S2: Iya (tertawa). Tapi kadang ya ada yang jawab mbak.

R : Bu guru suka pakai alat bantu atau media apa Dik pas reading? Apa pakai LCD gitu?

S1&S2: Iya, kadang-kadang pakai LCD.

R : Biasanya buat apa Dik?

S1&S2: Ya buat nampilin teksnya itu mbak.

R : Oh...gitu. Mm, pernah nggak Dik pas reading tuh dikasih tahu judulnya dulu trus membahas judulnya aja?

S2 : Iya pernah.

R : Yang dibahas apa saja Dik?

S2 : Ya artinya.

R : Mm...pernah nggak ditanyain Bu guru tentang apa yang kalian ketahui tentang judul teks ini atau topic ini gitu nggak pas membahas judul/ atau topic teks?

S1&S2: Nggak, biasanya ya cuma artinya apa gitu.

R : Nggak pernah ditanya misalnya apa kalian mempunyai pengalaman pribadi yang sama dengan topic/judul teksnya gitu?

S1&S2: Nggak.

R : Nah kalau kalian sendiri, sebelum membaca teksnya apa selalu memperhatikan judulnya dulu?

S1 : Kadang ya langsung baca aja.

S2 : Iya, perhatikan judulnya dulu.

R : Kalau ada gambar pada teks yang akan dibaca, apakah adik memperhatikan gambar tersebut?

S2 : Iya.

R : Buat apa Dik?

S2 : Biar tahu kira-kira nanti tentang apa gitu.

R : Nah, kalau sudah lihat judul atau gambar yang ada pada teks, kalian bisa nggak memprediksi kira-kira isinya tentang apa gitu?

S2 : Ya kadang bisa mbak.

R : Kok bisa kira-kira kenapa Dik?

S2 : Ya karena ada gambarnya, pasti kan isinya nanti nggak jauh dari gambarnya.

R : Oh..begini. Apa adik pernah mengungkapkan hal-hal yang sudah adik ketahui tentang teks setelah melihat judul atau gambarnya?

S2 : Jarang sih, jarang yang ada gambarnya juga.

R : kalau kamu gimana Dik?

S1 : Sama mbak, paling kalau ada ya cuma dibatin aja.

R : Dibatinnya gimana Dik?

S1 : Ya gimana ya...

R : bilang kalau wah ini nanti pasti isinya tentang ini...itu...gitu Dik?

S1&S2: Iya mbak.

R : pernah nggak disuruh Bu guru buat ngungkapin perkiraan kalian tadi tentang isi teks setelah melihat judul atau gambarnya?

S1&S2: Nggak pernah.

R : Oh begitu, terima kasih ya Dik.

**No : Interview 6**  
**Hari, tanggal : Selasa, 12 Novembaer 2013**  
**Waktu : 09.48**  
**Tempat : Ruang Kelas**  
**Responden : R : Peneliti**  
**C : Colleague as the second collaborator**  
**S1 : Siswa (Ningrum)**  
**S2 : Siswa (Devia)**

- C : Mau tanya-tanya sedikit tentang pelajaran Reading. pelajaran Reading biasanya gimana dik?
- S1 : Membaca teks dan menjawab pertanyaan.
- C : Kalau membaca teks bahasa Inggris, biasanya apa sih yang kamu lakukan untuk memahami teksnya?
- S1 : Ya di baca mbak. Diartikan satu kata satu kata.
- C : Oh, jadi diartikan per-kata gitu Dik? Jadi harus buka kamus terus gitu Dik?
- S1 : Ya nggak juga mbak, kadang-kadang kan sudah ada yang tahu artinya.
- C : kalau kamu dik?
- S2 : Dibaca trus diterjemahin.
- C : Nah, kalau misal dikasih teks, sering nggak memperhatikan judulnya dulu gitu sebelum baca teksnya atau langsung membaca?
- S1 : Ya memperhatikan judulnya dulu lalu dibaca.
- C : Kenapa memperhatikan judulnya dulu?
- S2 : Karena kalau isi cerita itu pasti dari judulnya.
- C : Kalau misal ada gambarnya, kamu memperhatikan gambaranya dulu nggak sebelum membaca? Dan kenapa?
- S1&S2: Ya.
- S1 : Memperhatikan, karena sebagian besar isi ceritanya tuh pasti ngambil dari gambaranya.
- C : Kalau misalnya dikasih judul teksnya saja dan gambaranya, bisa memprediksi isi teksnya nggak Dik? Kalau bisa gimana caranya?
- S2 : Ya kadang-kadang bisa. Caranya ya kalau, kalau gambaranya tu tentang, tentang alam misalnya, isinya nanti paling-paling ya tentang cara melestarikan alam gitu.
- C : Oh gitu ya. Jadi kalau mamperhatikan judulnya dulu dan kalau ada gambaranya gitu jadi bisa memprediksi oh nanti isinya kira-kira kayak gini lho...gitu?
- S2 : Iya.
- C : Pernah nggak Dik pas pelajaran, terutama reading, Bu Ajeng tu ngasih tahu judulnya dulu/topiknya gitu trus tanya – tanya tentang apa kalian tahu arti judul itu, atau misal hal apa saja yang berkaitan dengan topic/judul itu, atau memprediksi isi teksnya gitu sebelum membaca teks utuhnya?

- S1 : Nggak pernah sih mbak. Paling kalau reading ya dikasih teksnya langsung, trus diartikan judulnya, trus suruh baca. Nanti kalau ada kata yang sulit ditulis trus dibahas artinya dan dihafalin. Abis itu minggu depannya kata – kata yang sulit tadi dibuat ulangan.
- C : Kalau kesulitannya untuk reading apa?
- S1 : Cara membacanya dan mengartikannya mbak. Kadang suka nggak mudeng isinya kalau teksnya panjang.

**No : Interview 7**  
**Hari, tanggal : Selasa, 12 Novembaer 2013**  
**Waktu : 09.47**  
**Tempat : Ruang Kelas VII B**  
**Responden : R : Peneliti**  
**S1 : Siswa (Eneng)**  
**S2 : Siswa (Ais)**

- R : Pagi Dik, namanya siapa aja nih?
- S1 : Eneng.
- S2 : Ais
- R : Maaf ya, mau tanya–tanya tentang pelajaran bahasa Inggris, menurut kalian pelajaran bahasa Inggris itu susah apa nggak?
- S1 : Agak susah.
- S2 : Susah.
- R : Susahnya di mana Dik?
- S1 : Ya pokoknya susah, nggak...nggak tahu artinya gitu.
- R : Kalau dik kamu gimana dik?
- S2 : Ya sama, susah artinya.
- R : Kalau reading nih, biasanya apa yang kalian lakukan untuk memahami isi teks? Buka buka kamus atau bagaimana Dik?
- S1&S2: Ya iya tho mbak, buka buka kamus gitu buat ngartiinnya.
- R : Jadi, sering buka kamus gitu ya pas reading?
- S1&S2: Iya mbak.
- R : Kalau kesulitannya dalam bahasa Inggris apa Dik? Ayo Eneng dulu.
- S1 : Membaca mbak.
- R : Maksudnya membaca itu bagaimana? Susah cara bacanya atau susah nyari artinya?
- S1 : Dua–duanya mbak. Cara bacanya ya susah, apalagi artinya, ndadak buka kamus.
- R : Kalau kamu gimana dik?
- S2 : Sulit e Bu buat memahami teksnya.
- R : Maksudnya banyak yang nggak tahu arti dari vocab–vocabnya gitu ya?
- S2 : Iya.

R : Sekarang tentang cara mengajar bu Dewi. Menurut kamu Bu Dewi kalau mengajar bahasa Inggris bagaimana?

S1 : Enak mbak.

R : Kalau kamu gimana dik?

S2 : Enak Bu, nggak galak e.

R : Bu Dewi sering pakai gambar, video atau media yang lain gitu nggak Dik kalau ngajar?

S1&S2: Ya...kadang pakai mm...apa itu namanya,

R : LCD maksudnya?

S1&S2: Iya, buat nampilin teks gitu.

R : Kalau mengajar reading gimana Dik? Dikasih teks langsung disuruh baca dan menjawab soal tentang teks atau bagaimana?

S1&S2: Iya, biasanya diajarin cara bacanya juga.

R : Pernah nggak Dik kalau reading tuh dikasih tahu topiknya/judulnya dulu, trus dibahas dengan cara gurunya tanya-tanya ke adik tentang arti judulnya, tentang apakah adik tahu atau pernah punya pengalaman yang sesuai dengan topic/judulnya gitu?

S1&S2: Nggak pernah mbak. Biasanya ya langsung baca teksnya.

R : Oh gitu tho. Ya sudah, makasih ya Dik.

**No : Interview 8 (first meeting)**

**Hari, tanggal : Rabu, 26 Februari 2014**

**Waktu : 11.25**

**Tempat : Ruang Kelas**

**Responden : R : Peneliti**

**S1 : Siswa (Nanda)**

**S2 : Siswa (Nadhia)**

R : Selamat pagi Dik, namanya siapa?

S1 : Nanda

S2 : Nadhia

R : Maaf ya dik, minta waktunya sebentar untuk tanya-tanya soal pelajaran tadi.

S1&S2: Iya mbak.

R : trus gimana menurut kalian tentang pelajaran tadi?

S2 : Asyik ko mbak. Tapi masih bingung.

R : Asyiknya dimana dik?

S1 : Beda mbak nggak kayak bisanya.

R : Pernah nggak dik belajar dengan menggunakan teknik seperti tadi?

S1&S2: Belum mbak.

S2 : Baru pertama kali mbak.

S1 : Biasanya itu baca trus jawab pertanyaan mbak.

S2 : Kadang juga ditranslet dulu.

R : Oh... begitu, kalo reading sering nggak dikasih gambar?

S1 : Jarang.

R : Kalo pakai gambar seneng nggak?

S1&S2: Seneng mbak.

R : Senengnya dimana?

S2 : Emm lebih mudah.

R : Maksudnya lebih mudah memahami teksnya, gitu?

S1&S2: Iya.

R : Kalo memprediksi isi teks lewat gambar pernah nggak dik?

S1&S2: Belum.

R : Jadi baru pertama kali ini dik?

S1&s2 : Iya.

R : Susah nggak dik memprediksi isi teks lewat gambar?

S2 : Hehe (tersenyum) lumayan mbak.

R : Kenapa? Susahnya dimana?

S2 : Nulis Bahasa Inggrisnya kan nggak boleh buka kamus mbak.

S1 : Iya mbak. Susah, nggak boleh buka kamus. Soalnya banyak yang belum tahu Bahasa Inggrisnya mbak.

R : Oh... biasanya selalu buka kamus?

S1&S2: Iya.

R : Trus kalo kegiatan memprediksi arti kosa kata kayak tadi pernah nggak?

S1&S2: Pernah mbak.

S2 : Tapi cari artinya pakek kamus.

R : Berarti itu bukan memprediksi. Kalo memprediksi dan nggak buka kamus pernah nggak?

S1&S2: Belum.

S2 : Biasanya kalo ada kata-kata yang susah langsung dikasih artinya.

R : Jadi nggak disuruh mencari dulu, trus nanti kalo dah nggak ketemu baru dikasih tahu.

S1 : Nggak mbak langsung dikasih artinya.

R : Kalo topiknya gimana dik? Menarik nggak?

S1 : Menarik

S2 : Iya mbak, karna kita sedikit-sedikit dah tahu mbak.

R : O gitu... kalo tentang hewan gimana mudah nggak?

S1&S2: Iya mbak.

R : Kalo kegiatannya gimana dik?

S2 : Asyik mbak.

R : Kalo tanya jawab kayak di awal tadi sering nggak?

S1 : Jarang mbak.

S2 : Biasanya dikasih teks trus disuruh baca.

R : Trus kegiatan tanya jawab itu membantu kalian untuk mengetahui apa yang akan dipelajari nggak Dik?

S1&S2: Iya mbak.



R : Membantunya di mana?

S2 : Ya tadi kan tentang hewan, tanya–tanyanya juga tentang apa saja yang diketahui soal hewan itu, jadi lebih tahu kalo nanti bakal membahas tentang hewan itu.

R : Kalau untuk memahai teks, tanya jawab, gambar, dan memprediksi itu membantu nggak Dik?

S1&S2: Iya mbak.

R : Membantunya di mana?

S1&S2: Mm....

R : Apa jadi lebih mudah memahami teksnya karena sebelumnya sudah dibahas kosa katanya, diprediksi isinya tentang apa gitu?

S1&S2: Iya mbak, kayak gitu.

R : Nah sekarang sarannya ya, apa saran buat pelajaran berikutnya?

S1 : Mm apa ya? (Hihhi)

R : Apa ayo Dik?

S2 : Mm, boleh buka kamus mbak.

S1 : Iya mbak, trus waktunya ditambah.

R : Oh gitu ya, OK lah kalau begitu. Ada lagi?

S1&S2: Mm....

R : Ayo apa? Ngomong aja?

S2 : lebih dijelasin lagi mbak cara mengerjakannya.

R : Ok. Trimakasih ya....

S1&S2: Sama-sama mbak.

**No : Interview 9**

**Hari, tanggal : Rabu, 26 februari 2014**

**Waktu : 11.30**

**Tempat : Ruang Guru**

**Responden : R : Peneliti**  
**GB : Guru Bahasa Inggris**

R : Selamat siang Bu, mohon maaf boleh tanya–tanya tentang pembelajaran tadi?

GB : Oh iya silakan mbak.

R : Menurut Ibu, pembelajaran tadi bagaimana? Seperti dari pemilihan materi, topik dan instrument.

GB : Kalau soal topiknya tadi sudah bagus mbak. Untuk topic hari ini mereka sudah punya background knowledge tentang hewan yang ada dalam teks tadi. Untuk gambarnya juga membantu siswa dalam memprediksi.

R : Kalau untuk penerapan teknik KWL tadi bagaiman Bu?

GB : Sepertinya siswa masih agak kesulitan dengan cara penggunaan teknik itu mbak, karena teknik itu belum pernah saya pakai. Ya untuk pertemuan besok lebih dijelaskan lagi supaya mereka lebih paham.

R : O iya Bu. Menurut ibu teknik ini apa bagus diberikan pada siswa?

GB : Iya bagus mbak, karena siswa bisa belajar memprediksi dan menemukan informasi sendiri yang ada dalam teks. Yang penting pertemuan selanjutnya lebih dijelasin lagi supaya mereka bisa menggunakan teknik KWL ini.

R : Oh, iya Bu, terimakasih atas waktu dan sarannya.

**No : Interview 10 (second meeting)**

**Hari, tanggal : Selasa, 04 Maret 2014**

**Waktu : 13.00**

**Tempat : Ruang Kelas**

**Responden : R : Peneliti**

**S1 : Siswa (Lia)**

**S2 : Siswa (Aprelia)**

R : Selamat siang Dik?

S1& S2: Selamat siang.

R : Maaf namanya siapa saja?

S1 : Lia

S2 : Aprelia

R : Maaf ya, saya minta waktunya bentar untuk tanya-tanya tentang pelajaran tadi. Menurut kalian bagaimana dik? Menarik nggak?

S1&S2: Menarik.

R : Yang menarik apanya Dik?

S1 : Apa ya? pelajaranya

R : kalau Aprelia, apa yang menarik?

S2 : Ya sama peajaranya.

R : Kalau menurut kalian gimana dengan topic hari ini dik, kan topicnya masih sama tentang hewan? Menarik tidak? Atau malah bosan?

S1&S2: Menarik.

R : Menariknya dimana dik? Apa karna kalian sudah mengetahui tentang topiknya atau bagaimana?

S2 : Em iya, dah tahu sedikit-sedikit.

R : kalau kamu gimana dik?

S1 : Sama mbak. Karna sudah familiar dengan hewan itu.

R : Tadi itu pakai gambar, gambarnya membantu dalam memahami teks nggak dik?

S1&S2: Iya mbak membantu.

R : Apa bedanya pakek gambar dan nggak?

S1 : Kalo pakek gambar lebih gampang memahami teks mbak.

R : Kalo Aprelia gimana?

S2 : Ya sama mbak. Bisa mencocokkan isi teks dengan gambarnya. Itu lebih gampang memahami.

R : Terus pas awal-awalkan mbak memberikan beberapa pertanyaan tentang gambar dan topic, itu bisa membantu mengingat apa yang sudah kalian ketahui nggak?

S1 : Iya mbak, kita jadi ingat ciri-cirinya dan Bahasa Inggrisnya apa.

R : Kalau kamu gimana Dik?

S2 : Sama mbak. Jadi lebih tahu kosa kata tentang ciri-ciri kelinci mbak karena ditanya-tanya tadi.

R : Oiya, tadi pas mengisi kolom pertama tentang kelinci, apa masih sulit atau masih belum faham apa yang harus ditulis?

S2 : Sudah faham mbak, cuma masih banyak kata-kata yang belum tahu Bahasa Inggrisnya.

R : Kalau kamu Dik?

S1 : Faham mbak tapi masih susah nulis Bahasa Inggrisnya.

R : Kalo memprediksi kayak tadi menyenangkan atau malah membingungkan dik?

S1&S2: Menyenangkan mbak.

S1 : Tapi kadang bingungnya pas menulisnya kadang nggak tahu Bahasa Inggrisnya.

R : Dengan melakukan prediksi, membantu saat memahami teks nggak?

S1&S2: Ya iya mbak.

R : Lebih mudah karena banyak prediksinya yang benar ya, jadi teksnya tuh sesuai dengan yang kalian bayangkan gitu?

S1&S2: Iya.

R : Nah trus tadi membuat pertanyaan. Susah nggak buat pertanyaan?

S1 : Lumyan mbak masih bingung.

R : Bingungnya dimana?

S1 : Bingungnya belum bisa buat pertanyaan.

R : Kan contohnya dah ada...

S1 : Tapi kadang masih bingung kalo yang mau ditanyakan beda.

R : Kalo kamu gimana dik?

S2 : Iya mbak masih bingung. Karna jarang-jarang membuat pertanyaan.

R : Oh... itu masalahnya. Kalau yang teknik *scanning* gimana dik. Masih susah nggak dik menggunakan teknik itu?

S2 : Ya masih lumayan bingung mbak karna belum faham apa yang harus dilakukan.

R : Kan sebelumnya sudah dijelaskan dik. Kalo kamu gimana dik?

S1 : Iya mbak tapi masih bingung karna jarang sekali menggunakan itu.

R : Kalo reading jarang menggunakan teknik *scanning* dan *skimming* dik?

S1&S2: Iya mbak.

R : Kalau untuk teknik *Skimming* gimana dik? Bisa membantu kalian dalam mencari isi teks tersebut nggak?

S1&S2: Iya mbak.

S2 : Lumayan bisa membantu menemukan dengan cepat tanpa mentranslet seluruh teks.

R : Kalo kamu dik?

S1 : Emm ya sama mbak.

R : OK... sekarang kalau sarannya untuk pertemuan berikutnya gimana Dik?

S1&S2: Mm, gimana ya? (saling berbisik)

R : Nggak apa-apa ngomong aja, nggak usah malu-malu. yang kurang apa, harusnya bagaimana?

S2 : Lebih dijelaskan lagi. Supaya lebih faham.

S1 : Itu mbak gambarnya dibanyakin dan yang jelas.

**No : Interview 11**  
**Hari, tanggal : Selasa, 04 Maret 2014**  
**Waktu : 13.10**  
**Tempat : Ruang Guru**  
**Responden : R : Peneliti**  
**GB : Guru Bahasa Inggris**

R : Maaf Bu saya mau bertanya-tanya tentang pembelajaran ini?

GB : Iya mbak silahkan.

R : Untuk pelajaran hari ini bagaimana menurut Ibu?

GB : Bagus mbak. Materinya sudah sesuai dan siswa kelihatan senang dengan pelajaran hari ini.

R : Kalau penggunaan gambar bagaimana Bu?

GB : Gambarnya sudah bagus. Kalau bisa gambarnya besok-besok lagi ditambah. Biar siswa lebih tertarik lagi. Mereka akan lebih senang kalau banyak gambarnya.

R : Oh iya Bu besok akan saya tambah lagi gambarnya. Lalu bagaimana dengan kegiatan memprediksi Bu?

GB : Bagus mbak, itu melatih siswa untuk berfikir dan mengutarakan apa yang diketahui sebelumnya tentang topic yang diajarkan.

R : Untuk kegiatan membuat pertanyaan yang ada di kolom kedua bagaimana Bu?

GB : Menurutku itu bagus mbak. Itu melatih siswa dalam membuat pertanyaan dan juga melatih siswa berfikir. Mereka berfikir apa yang ingin diketahui tentang isi teks tersebut. tapi untuk kegiatan ini masih banyak siswa yang masih bingung dalam membuat pertanyaan.

R : Oh, iya Bu besok akan saya beri contoh lagi dalam membuat pertanyaan. Terimakasih banyak atas waktunya Bu.

**No : Interview 12 (third meeting)**

**Hari, tanggal : Jum'at, 07 Maret 2014**

**Waktu : 11.25**

**Tempat : Ruang Kelas**

**Responden : R : Peneliti**

**S1 : Siswi (Cantika)**

**S2 : Siswi (Dwi)**

R : Selamat siang Dik. Namanya siapa?

S1 : Cantika.

S2 : Dwi.

R : Maaf minta waktunya bentar ya Dik. Menurut kamu pelajaran tadi bagaimana dik?

S1 : Em, menyenangkan mbak.

R : Yang menyenangkan di mana Dik?

S1 : Ya pelajarannya mbak.

R : Oh... Kalo kamu gimana dik?

S2 : Emm, pakek cara yang berdeda.

R : Yang berbeda apanya?

S2 : Em, kegiatannya, biasanya nggak seperti ini.

R : Tadikan listriknya mati, trus nggak bisa menunjukkan gambar pakek LCD, kesulitan nggak dik kalo nggak pakek gambar?

S2 : Nggak terlalu.

R : Maksudnya nggak terlalu gimana? Apa masih tetap bisa mengerjakan dengan mudah atau gimana?

S2 : Iya gitu mbak.

R : Kenapa ko bisa begitu? Katanya kalo pakai gambar lebih mudah. Apa karna kalian udah familiar dengan topicnya?

S2 : Iya mbak. Kita udah sering kesana.

R : Kalo kamu gimana dik?

S1 : Iya sama mbak kayak yang dia bilang.

R : Good. Kalau sesi tanya jawab yang di awal tadi membantu kalian dalam memahami materi yang akan dipelajari nggak?

S1&S2: Iya mbak.

R : Kalo yang mengartikan beberapa kosa kata yang telah dipelajari dipertemuan kemarin-kemarin itu gimana dik? Itu bisa membantu kalian dalam mengingat kosa kata tersebut nggak?

S1&S2: Iya mbak.

S1 : Kita jadi inget terus sama kata-katanya dan artinya.

S2 : Itu sangat membantu mbak.

R : Kalau yang tentang penggunaan KWL Chart gimana dik, udah fahamkan sekarang apa yang harus dilakukan pada kolom-kolom yang ada KWL?

S2 : Udah lumayan faham.

R : Kalo kamu gimana dik?

S1 : Ya sama lumayan mbak. Karna sudah sering dijelasin.

R : Oh... gitu, trus kalo tentang teknik scanning dan skimming sekarang sudah faham kan dik?

S1&S2: Sudah.

R : Teknik itu bisa membantu mempermudah dalam mencari informasi nggak dik?

S1 : Iya mbak. Lebih mudah mencarinya.

R : Kalo menurut kamu gimana dik?

S2 : Ya sama lebih cepet menemukannya juga.

**No : Interview 13**  
**Hari, tanggal : Jum'at, 07 Maret 2014**  
**Waktu : 11.25**  
**Tempat : Ruang Guru**  
**Responden : R : Peneliti**  
**GB : Guru Bahasa Inggris**

R : Maaf Bu seperti pertemuan sebelumnya say mau bertanya-tanya tentang pembelajarn tadi. Menutut Ibu bagaimana pembelajaran hari ini?

GB : Ya sudah lumayan bagus kok mbak. Materinya sudah sesuai dan siswanya juga bisa ngikutin tadi kok mbak. Penguasaan kelasnya juga sudah lumayan, yang penting tegas aja mbak biar anaknya tuh nggak ramai sendiri.

R : Oh iya Bu. Kalau kegiatannya tadi bagaimana Bu?

GB : Ya sudah lumayan mbak, anak-anak juga pada antusias dengan kegiatannya. Mereka sepertinya sudah mulai memahai langkah-langkah dari teknik KWL.

R : Menurut Ibu bagaimana dengan latihan mengerjakan tanpa membuka kamus?

GB : Oh iya, sebenarnya itu bagus tapi banyak siswa yang mengeluh karena tidak boleh membuka kamus.

R : Iya Bu tadi juga banyak yang mengeluh. Tapi maksud saya supaya mereka tidak membiasakan membuka kamus. Untuk latihan memprediksi.

GB : Iya mbak itu bagus. Tidak apa-apa diteruskan saja biar mereka terbiasa tanpa membuka kamus.

R : Oh, iya Bu.

**No : Interview 14 (meeting 4)**

**Hari, tanggal : Rabu, 12 Maret 2014**

**Waktu : 11.20**

**Tempat : Ruang Kelas VII B**

**Responden : R : Peneliti**

**S1 : Siswa (Anggi)**

**S2 : Siswa (Melia)**

R : Selamat siang dik, namanya siapa?

S1 : Anggi

S2 : Melia

R : Maaf, seperti biasanya saya mau bertanya-tanya soal pelajaran hari ini. Menurut kalian pelajaran hari ini gamana?

S2 : Menyenangkan.

R : Kalo kamu gimana dik?

S1 : Ya sama mbak. Asyik.

R : Untuk kamu dik, apanya yang menyenangkan?

S2 : Ada game-nya mbak.

R : Oh... kalo kamu dik?

S1 : Emm sama mbak. Bisa belajar sambil main game.

R : Oh gitu, kalau topiknya gimana dik? Menarik nggak?

S1&S2 : Iya mbak.

R : Yang menarik apanya dik?

S1 : Tempatnya.

R : Oh... kenapa dengan tempatnya?

S1 : Tempatnya menarik.

R : Kalo kamu gimana dik?

S2 : Sama mbak.

R : Kalo gambarnya gimana dik? Kan tadi gambarnya lebih banyak dari pada pertemuan yang kemarin-kemarin. Menarik nggak?

S2&S1 : Iya menarik.

R : Menariknya dimana?

S1 : Lebih jelas dan banyak.

S2 : iya mbak lebih banyak.

R : Trus dengan gambar yang banyak, itu lebih membantu dalam memprediksi nggak dik?

S1&S2 : Iya mbak.

R : Membantunya dimana?

S2 : Gini mbak, kalo banyak gambarnya kan mudah memprediksi kata-katanya.

R : Kalo kamu gimana dik?

S1 : Iya mbak sama. Jadi mudah menemukan katanya-katanya mbak.

R : Oh gitu, masih bingung nggak mengisi KWL chart kolom pertama yang tentang memprediksi?

S1 : Nggak.  
 R : Kalo kamu dik?  
 S2 : Nggak sekarang mbak dah lumayan faham.  
 R : Kalau untuk menggunakan Scanning strategy bagaimana dik? Apa masih susah?  
 S1&S2: Nggak mbak.  
 R : Scanning strategy itu mempermudah kalian dalam mencari prediksi kalian nggak dik?  
 S1 : Iya, ternyata lebih mudah menggunakan itu, nggak harus baca semua teksnya.  
 R : Kalo kamu gimana dik?  
 S2 : Iya mbak lebih mudah dan cepet cuma cari yang penting saja.  
 R : Oh gitu, kalau membuat pertanyaan apa masih susah dik?  
 S1 : Sekarang dah lumayan bisa mbak.  
 R : Kalau kamu dik?  
 S2 : Iya mbak udah lumayan bisa karena dah sering buat pertanyaan.  
 R : Trus pertanyaan itu apa bisa membantu kalian dalam memahami text dik?  
 S2 : Emm ya membantu  
 R : Membantunya dimana, contohnya seperti apa?  
 S2 : Kan beberapa pertanyaan yang dibuat sudah ada jawabanya dalam text. Jadi lebih mudah memahaminya karena sudah ditanyakan.  
 R : Ok. Sekarang kamu. Menurutmu gimana, bisa membantu nggak?  
 S1 : Ya lumayan membantu.  
 R : Membantunya dimana? Contohnya?  
 S1 : Ya pertanyaan itu kan sebagian ada yang cocok dengan isi text. Jadi udah faham sebagian isi dari text itu, karena sudah ditanyakan.

**No : Interview 15**  
**Hari, tanggal : Rabu, 12 Maret 2014**  
**Waktu : 11.30**  
**Tempat : Ruang Guru**  
**Responden : R : Peneliti**  
**GB : Guru Bahasa Inggris**

R : Maaf Bu saya mau bertanya–tanya tentang pembelajaran ini?  
 GB : Iya mbak silahkan.  
 R : Untuk pelajaran hari ini bagaimana menurut Ibu?  
 GB : Bagus mbak. Materinya sudah sesuai dan siswa kelihatan senang dengan pelajaran hari ini. Mereka sangat senang dengan belajar sambil main game. Pertemuan selanjutnya boleh diberikan game lagi mbak.  
 R : Oh iya Bu. Kalau penggunaan gambar bagaimana Bu? Apa bisa membantu siswa dalam memprediksi dan menemukan ide untuk membuat pertanyaan?



GB : Iya mbak. Gambarnya sudah bagus sesuai dengan apa yang dipelajari. Gambarnya juga bisa membantu siswa dalam memprediksi dan membuat pertanyaan. Gambarnya sudah banyak.

R : Menurut Ibu, bagaimana penggunaan Scanning strategy di pertemuan ini Bu?

GB : Sudah bagus mbak. Siswa sudah bisa menggunakannya dengan baik. Mereka bisa menemukan hasil prediksinya di dalam teks dengan cepat.

R : Lalu untuk Skimming strategy, bagaimana Bu?

GB : Iya sama mbak. Siswa sudah tidak bingung lagi dalam menggunakan strategi itu. Dengan strategi itu mereka sudah bisa menemukan jawaban dari pertanyaan yang dibuatnya dengan cepat.

R : Terimakasih Banyak atas waktunya Bu.

**No : Interview 16 (meeting 5)**

**Hari, tanggal : Sabtu, 15 Maret 2014**

**Waktu : 13.00**

**Tempat : Ruang Kelas**

**Responden : R : Peneliti**

**S1 : Siswa (Dony)**

**S2 : Siswa (Mico)**

R : Selamat siang dik, namanya siapa?

S1 : Dony

S2 : Mico

R : Maaf ya dik mengganggu waktu pulanginya. seperti biasanya saya mau bertanya-tanya soal pelajaran hari ini. Menurut kalian pelajaran hari ini gamana?

S2 : Menyenangkan.

R : Kalo kamu gimana dik?

S1 : Ya sama mbak. Asyik.

R : Untuk kamu dik, apanya yang menyenangkan?

S2 : Ada game-nya mbak.

R : Oh... kalo kamu dik?

S1 : Emm sama mbak.

R : Kalau belajar dengan main game seneng ya dik?

S1&S2 : Seneng mbak.

R : Yang bikin seneng apanya?

S1 : Lebih bersemangat belajarnya.

R : kalo kamu dik?

S2 : Ya sama mbak. Bisa belajar sambil bermain.

R : O gitu, kalau tadikan main gamenya pas kalian memprediksi, itu membuat kalian termotivasi untuk mengerjakan dengan cepat dan memprediksi banyak nggak?

S2 : Iya mbak. Pngen jadi pemenangnya.

R : Kalau kamu dik?

S1 : Iya, memotivasi.

R : Oh gitu, kalau topiknya gimana dik? Menarik nggak?

S1&S2 : lumayan mbak

R : Yang menarik apanya dik?

S1 : Tentang pemain sepak bola. Jarang-jarang bahas tentang olah raga.

R : Oh... gambar-gambarnya menarik nggak dik?

S1&S2 : Iya mbak.

R : Menariknya dimana?

S2 : Banyak mbak.

R : Kalau kamu dik?

S1 : Sama mbak. Banyak dan jelas.

R : Gambarnya bisa membantu kalian dalam memprediksi nggak?

S1&S2 : Iya membantu.

R : Membantunya dimana dik?

S1 : Kan gambar-gambarnya berbeda-beda jadi bisa menemukan kosa kata yang berbeda-beda juga.

R : Kalau kamu gimana dik?

S2 : Iya sama mbak. Dari gambar yang berbeda-beda kita bisa lebih banyak menemukan kosa katanya.

R : Oh gitu. Trus tadikan gambarnya ditunjukkan kembali pas membuat pertanyaan, apa gambarnya bisa membantu kalian dalam membuat pertanyaan?

S1 : Iya mbak.

R : Kalau kamu dik?

S2 : Iya mbak. Tadi kan ada gambar yang tulisanya Pelita Bandung Raya, jadi bisa bertanya tentang itu.

R : Trus tadikan membahas isi text dari setiap paragraph langsung disimpulkan. Itu gimana menurut kalian?

S2 : Itu lebih menyenangkan dari pada membahas setiap kalimat itu membosankan.

R : Oh gitu, kalau menurut kamu gimana dik?

S1 : Iya lebih menyenangkan dan lebih bersemangat kalo membahas setiap paragraph.

R : Dengan menyimpulkan setiap isi paragraph, apa bisa mempermudah kalian dalam memahami isi text?

S1&S2 : Iya.

**No : Interview 17**  
**Hari, tanggal : Sabtu, 15 Maret 2014**  
**Waktu : 13.10**  
**Tempat : Ruang Guru**  
**Responden : R : Peneliti**  
**GB : Guru Bahasa Inggris**

- R : Menurut Ibu apa teknik ini bisa memberikan kesempatan pada siswa untuk mengungkapkan pendapatnya?
- GB : Iya mbak. Dengan memprediksi dan membuat pertanyaan mereka mengungkapkan ide dan pengalamannya sebelumnya.
- R : Kalau dalam step menulis pertanyaan di pertemuan ini, bagaimana Bu?
- GB : Sudah lumayan bagus mbak hasilnya. Siswa bisa menulis pertanyaan lebih baik dari sebelumnya. Mereka bisa membuat pertanyaan sesuai apa yang ingin mereka ketahui. Mereka juga bisa membedakan penggunaan kata-kata seperti “Do” dan “Does”.
- R : Dalam kegiatan ini saya juga menunjukkan beberapa gambar. Apa gambar itu bisa membantu siswa dalam membuat pertanyaan Bu? Menurut Ibu Bagaimana?
- GB : Iya mbak, itu membantu siswa untuk menemukan ide dan mengaktifkan prior knowledge tentang topic dan gambar itu.

**No : Interview 18 (meeting 6)**  
**Hari, tanggal : Selasa, 18 Maret 2014**  
**Waktu : 12.55**  
**Tempat : Ruang Kelas**  
**Responden : R : Peneliti**  
**S1 : Siswa (Ari)**  
**S2 : Siswa (Fian)**

- R : Selamat siang Dik, namanya siapa saja nih?
- S1 : Ari
- S2 : Fian
- R : Mau tanya-tanya soal pelajaran tadi, menurut kalian pelajaran tadi bagaimana Dik?
- S1 : Ya lumayan menyenangkan.
- S2 : Enak mbak. Ada game-nya jadi seneng.
- R : Oh... karna ada game-nya jadi seneng.
- S1&S2: Iya mbak.
- R : Emm menurut kalian menggunakan teknik KWL ini masih susah apa nggak dik?
- S2 : Kadang masih susah.
- R : Susahnya dimana Dik?

S2 : Itu pas membuat pertanyaan kadang masih bingung membuatnya. Kalo mau nulis bahasa Inggrisnya kadang belum tau.

R : Oh.. jadi terkadang belum tau bahasa Inggrisnya. Kalo menurut kamu dik?

S1 : Ya sama mbak. Kadang bingung nulis kata-katanya gimana.

R : Tapi kalian pahami dengan pelajarannya?

S1 : Iya lumayan.

S2 : Iya sama.

R : Kalo tentang isi teksnya kalian bisa memahami apa isinya? Kan biasanya selalu dibahas di akhir. Kalian paham kan?

S1&S2 : Iya paham.

R : Terus untuk mencari informasi yang baru yang ada dalam teks, apa kalian masih bingung mencarinya atau membedakannya?

S1 : Kalo sekarang sudah lumayan bisa mbak.

S2 : Ya lumayan paham. Aku dah bisa menuliskan informasi yang baru dari teks itu.

R : Teknik ini apa memberikan kegiatan yang berbeda dengan kegiatan *reading* yang sebelumnya sebelum kalian mengetahui teknik ini?

S2 : Iya mbak. Tidak hanya menjawab pertanyaan dan membaca teks bareng-bareng.

S1 : Iya beda dengan kegiatan *reading* yang sebelumnya. Lebih banyak kegiatannya.

**No : Interview 19**  
**Hari, tanggal : Selasa, 18 Maret 2014**  
**Waktu : 13.10**  
**Tempat : Ruang Kelas VII B**  
**Responden : R : Peneliti**  
**GB : Guru Bahasa Inggris**

R : Menurut Ibu bagaimana pertemuan terakhir ini?

GB : Bagus mbak. Hari ini materinya menyenangkan. Siswa sangat antusias ketika mendeskripsikan orang, apalagi itu topiknya tentang artis. Mereka sangat senang ditambah dengan permainan game.

R : Untuk hasil dari siswa, apa menurut Ibu teknik ini bisa membantu mereka dalam meningkatkan pemahaman membacanya?

GB : Iya mbak. Teknik ini lumayan membantu mereka dalam memahami teks dan memberikan beberapa kegiatan yang berbeda dari yang mereka pelajari sebelumnya. Jadi mereka tidak merasa bosan belajar bahasa Inggris. Hanya saja teknik ini membutuhkan waktu yang banyak untuk siswa tingkat SMP.

R : Iya Bu. Mereka membutuhkan banyak waktu dalam mengisi semua kolom. Untuk keseluruhan kegiatan hari ini bagaimana Bu?

GB : Sudah bagus mbak. Siswa sudah paham cara menggunakan teknik ini. Mereka juga mulai terbiasa tidak selalu membuka kamus apabila membaca.

Mereka latihan memprediksi arti kata-kata yang sulit dari teks. Mereka sudah lumayan bisa membuat pertanyaan dengan benar.

R : Lalu bagaimana dengan pehaman siswa Bu?

GB : Mereka sudah lumayan bagus dalam memahami isi teks yang diberikan ya walaupun belum masih ada salah satu siswa yang masih agak bingung.

**APPENDIX C**  
**LESSON PLANS**

## LESSON PLAN

School	: SMP N 1 Mlati
Subject	: English
Class/Semester	: VII/2
Text Type	: Descriptive
Theme	: Animals
Skill	: Reading
Time Allocation	: 2 x 40 minutes

### **A. Standard Competence**

11. Understanding the meaning in very simple written short functional texts and essays in the forms of descriptive and procedure related to the surrounding environment

### **B. Basic Competence**

11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure accurately, fluently, and acceptably related to the surrounding environment.

### **C. Teaching Objective**

At the end of the lesson, students are expected to be able to find some information from a descriptive text accurately, fluently, and acceptably.

### **D. Indicators**

1. Identifying words related to the picture.
2. Guessing the meaning of words from the text
3. Finding main ideas of the text.
4. Finding the detail information from the text

## **E. Teaching Materials**

### **Descriptive text about animals**

Butterflies are beautiful. They are insect that flies with large scaly wings. Like all insects, they have six legs, three body parts, a pair of antennae, and compound eyes. The three body parts are the head, thorax (the chest), and abdomen (the tail end). The four wings and the six legs of the butterfly are connected to the thorax. The thorax contains muscles that make the legs and wings move.

Butterflies are very beautiful when they are flying. They have two pairs of large wings covered with colorful scales. Butterflies and moths are the only insects that have scaly wings. The wings are connected to the butterfly's thorax (mid-section). Butterflies can only fly if their body's temperature is above 27 degrees Centigrade. Butterflies sun themselves to warm up in cool weather. As butterflies get older, the color of the wings fades and the wings become ragged.

The speed varies among butterfly species (the poisonous varieties are slower than non-poisonous varieties). The fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph.

*Adapted from <http://www.blogkata.com>*

## **F. Teaching Method**

### *Three phase technique*

- a) *pre-reading* :asking some questions related to the topic will be discussed.
- b) *whilst-reading* :Explaining the descriptive text by giving examples of descriptive text and reading the text.
- c) *post-reading* :doing the follow up activities and summarizing the lesson.



Learning Activities	Time
<p><b>Pre-teaching</b></p> <ol style="list-style-type: none"> <li>1) The teacher greets and asks the students' condition.</li> <li>2) The teacher leads praying.</li> <li>3) The teacher checks the attendance list.</li> <li>4) The teacher tells the objective of the lesson by saying “<i>Today we are going to talk about describing animals</i>”</li> </ol>	5'
<p><b>While Teaching</b></p> <p><b>a. Pre – Reading</b></p> <p><b>K (what I know) stage (Elicit Prior Knowledge)</b></p> <ol style="list-style-type: none"> <li>5) The teacher shows a picture to the students and distributing KWL charts.</li> <li>6) The teacher asks some questions related to the picture. “<i>What is it? What is in your mind when you see this picture?</i>”</li> <li>7) The teacher asks students to predict words and write everything they have already known related to the picture and the title of a text in <i>What I Know</i> column.</li> </ol> <p><b>W (What I want to Know) stage (set a purpose of reading)</b></p> <ol style="list-style-type: none"> <li>8) After these activities, the teacher asks to the students to write what they want to know about the topic in <i>What I want to Know</i> column.</li> </ol> <p><b>b. Whilst Reading</b></p> <p><b>L (What I Learn) stage (monitor Reading Comprehension)</b></p> <ol style="list-style-type: none"> <li>9) Then the teacher gives a text, asks students to skim the text in order to check their words, and find the answers of their own questions in <i>What I want to Know</i> column.</li> <li>10) If they find the answers, they have to write it down in <i>What I Learn</i> column.</li> <li>11) The teacher asks the students to read the text in depth.</li> <li>12) The teacher asks the students to highlight difficult words.</li> <li>13) The teacher asks to the students to write new information they find in the text in <i>What I Learn</i> column.</li> <li>14) The teacher asks the students to present their KWL chart and discusses the</li> </ol>	<p>10'</p> <p>5'</p> <p>30'</p>

<p>students' work in KWL chart.</p> <p>15) The teacher explains how to find topic, main idea and supporting details of a text/passage.</p> <p><b>c. After Reading</b></p> <p>16) The teacher asks the students to read a new text.</p> <p>17) The teacher asks the students to do comprehension questions.</p> <p>18) The teacher and the students discuss the answer of the questions.</p> <p>19) The teacher asks the students to have a group discussion and present the result of the discussion in the class.</p> <p><b>Post Teaching</b></p> <p>20) The teacher and the students sum up the lesson.</p> <p>21) The teacher asks the students' difficulty during the lesson.</p> <p>22) The teacher ends the class by saying "OK, let's call it a day and see you next meeting"</p>	<p>25'</p> <p>5'</p>
--	----------------------

## H. References

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VII*. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Descriptive texts from internet  
<http://www.exploringnature.org>  
<http://www.blogkata.com>

## I. Media:

1. Whiteboard
2. LCD projector
3. Pictures

## J. Assessment

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"><li>Identifying words related to the picture.</li></ul>	written	essay	1. <i>Write everything you know about the picture.</i>
<ul style="list-style-type: none"><li>Guessing the meaning of difficult words</li></ul>	written	essay	2. <i>Match these words with their meanings. In pairs, try to predict the meaning without opening your dictionary. Look at the example.</i>
<ul style="list-style-type: none"><li>Identifying main idea of the text</li></ul>	written	essay	3. <i>In pairs, answer the following questions.</i>
<ul style="list-style-type: none"><li>Finding the detail information from the text</li></ul>	written	essay	4. <i>Based on the text, answer the following questions.</i>

Yogyakarta,  
February 2014

The English Teacher

Researcher ,

(Dra. Dewi Muslimah, S.pd )  
NIP /NIK : 19611202 198303 2 002

(Eni M. Muflihah)  
NIM : 09202249001

## STUDENTS' WORKSHEET

**Name :**

**Class :**

**Date :**

**Lets study question words.**

Question words	Meaning	Examples
<b>where</b>	tempat	Where do they usually live? Where is their habitat?
<b>Why</b>	alasan	Why pandas' foods are the same as carnivore?
<b>when</b>	waktu	When do they usually sleep? When do they usually eat?
<b>What</b>	apa	What is the color of the fur, eyes? What kind of food do they eat? What are their characteristics? What is the function of their wing?
<b>how</b>	bagaimana	How do they look like? How many legs they have? How old is she? How many times do they eat? How is their weight? How is their height?

### **Task 1**

**Read the following text and then do the follow up activity.**

Panda is mammals that usually live in mountains. They are an endemic animal from China. They become the icon of China.

Pandas are carnivores, but their food is the same as herbivores, that is bamboo. They may receive honey, eggs, fish, yams, shrub leaves, oranges, or bananas along with specially prepared food.

Pandas are included endangered species because they lost their habitats and the birth rate is very low. There are about 1.600 pandas living in the wild. Panda's paw has a thumb and five fingers. The thumb helps it to hold bamboo while eating.

Panda had been a favorite animal for many people because they are cute like a baby. Their black and white fur makes them funny like a doll.

*Adapted from <http://www.exploringnature.org>*

## Task 2

Match these words. Try to predict the meaning based on the text without opening your dictionary. Number one is done for you.

Words	Meaning
1. icon (n) <b>d</b>	a. Hewan pemakan daging
2. endemic (adj)	b. ketela
3. carnivore (n)	c. jenis
4. herbivore (n)	<b>d. symbol/ciri khas</b>
5. endangered (adj)	e. Liar/ganas
6. species (n)	f. Tempat tinggal
7. Yam (n)	g. Terdapat ditempat tertentu
8. Thumb (n)	h. Langka/hampir punah
9. Wild (adj)	i. Hewan pemakan tumbuhan
10. habitat (n)	j. Jempol/ibu jari

## Task 3

Based on the text, answer the following questions.

1. What is the topic of the text?
2. What does paragraph two tell you about?
3. Why pandas' foods are the same as carnivores?
4. Why pandas are included endangered species?
5. What is the use of pandas' thumb?
6. "..., but their food is the same as herbivore."  
What does the word "their" refer to?
7. Why does the author say that panda is a favorite animal of many people?

**Name** :

**Student number** :

**Date** :

### **KWL CHART**

TITLE: _____		
<b>What I Know</b>	<b>What I want to Know</b>	<b>What I Learn</b>

1. ....		
2. ....		
3. ....		
4. ....		
5. ....		

## LESSON PLAN

School	: SMP N 1 Mlati
Subject	: English
Class/Semester	: VII/2
Text Type	: Descriptive
Theme	: Artist
Skill	: Reading
Time Allocation	: 2 x 40 minutes

### **A. Standard Competence**

11. Understanding meaning in very simple written short functional texts and essays in the forms of descriptive and procedure related to the surrounding environment

### **B. Basic Competence**

11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure accurately, fluently, and acceptably which is related to immediate environment in form of descriptive and procedure text.

### **C. Teaching Objective**

At the end of the lesson, students are expected to be able to find some information from a descriptive text accurately, fluently, and acceptably.

### **D. Indicators**

1. Identifying words related to the picture.
2. Guessing the meaning of words from the text
3. Finding main ideas of the text.
4. Finding the detail information from the text



## E. Teaching Materials

### Descriptive text about people/artists

Raffi Ahmad His full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad or Raffi. He was born on 17 February 1987 in Bandung, West Java. He is a presenter and a famous actor in Indonesia.

Raffi has two siblings. He is the first child of the family. His father's name is Munawar Ahmad and his mother is Amy Qanita.

Raffi is a good looking guy. He is tall enough around 172 cm. He has white skin and his hair is black. His favorite is watching movie and collecting jacket.

Raffi works as a presenter. He works with Olga Syahputra on some TV shows like Dahsyat and Pesbukers. He also works as an actor. Some films he has ever played are Tunjuk Satu Bintang and Love is Cinta. Besides being a presenter and an actor, Raffi also works as a singer. He sings with his vocal group BBB. Raffi has many lifetime achievements during his career. Some of them are SCTV Award 2006 as the popular artist, Panasonic Gobel Award 2011 and 2012 as the best music presenter.

*Adopted from <http://www.sekolahoke.com>*

- **Introducing how to find topic, title and main idea in the text**

- a. Topic is the subject matter of the sentences in a paragraph, and it is therefore the answer to the question: what (who) is the paragraph about?
- b. Topic is not a sentence but it can be stated in a word or phrase that can be put as a title of the text.
- c. Main idea is sentence or sentences that provide the general message regarding that topic. Sometimes main idea is not stated explicitly in any sentence, so the readers have to put it into the reader's own words.
- d. Title can be put from a topic of the text.

## F. Teaching Method

### *Three phase technique*

- d) *pre-reading* :asking some questions related to the topic will be discussed.
- e) *whilst-reading* :Explaining the descriptive text by giving examples of descriptive text and reading the text.
- f) *post-reading* :doing the follow up activities and summarizing the lesson.

## G. Teaching and Learning Process

Learning Activities	Time
<b>Pre-teaching</b> 23) The teacher greets and asks the students' condition. 24) The teacher leads praying. 25) The teacher checks the attendance list. 26) The teacher tells the objective of the lesson by saying " <i>Today we are going to talk about describing people</i> "	5'
<b>While Teaching</b> <b>d. Pre – Reading</b> <b>K (what I know) stage (Elicit Prior Knowledge)</b> 27) The teacher shows a picture to the students and distributing KWL charts. 28) The teacher asks some questions related to the picture. " <i>Who is this? Have you ever seen this boy? where?</i> " 29) The teacher asks students to predict words and write everything they have already known related to the picture and the title of a text in <i>What I Know</i> column.	10'
<b>W (What I want to Know) stage (set a purpose of reading)</b> 30) After these activities, the teacher asks to the students to write what they want to know about the topic in <i>What I want to Know</i> column.	5'
<b>e. Whilst Reading</b> <b>L (What I Learn) stage (monitor Reading Comprehension)</b> 31) Then the teacher gives a text, asks students to skim the text in order to check their words, and find the answers of their own questions in <i>What I want to Know</i> column. 32) If they find the answers, they have to write it down in <i>What I Learn</i> column.	30'

33) The teacher asks the students to read the text in depth.	
34) The teacher asks the students to highlight difficult words.	
35) The teacher asks to the students to write new information they find in the text in What I Learn column.	
36) The teacher asks the students to present their KWL chart and discusses the students' work in KWL chart.	25'
37) The teacher explains how to find topic, main idea and supporting details of a text/passage.	
<b>f. After Reading</b>	
38) The teacher asks the students to read a new text.	5'
39) The teacher asks the students to do comprehension questions.	
40) The teacher and the students discuss the answer of the questions.	
41) The teacher asks the students to have a group discussion and present the result of the discussion in the class.	
<b>Post Teaching</b>	
42) The teacher and the students sum up the lesson.	
43) The teacher asks the students' difficulty during the lesson.	
44) The teacher ends the class by saying "OK, let's call it a day and see you next meeting"	

## H. References

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VII*. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Descriptive texts from internet  
<http://www.exploringnature.org>  
<http://www.sekolahoke.com>  
<http://www.blogkata.com>

**I. Media:**

4. Whiteboard
5. LCD projector
6. Picture

**J. Assessment**

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"><li>Identifying words related to the picture.</li></ul>	written	essay	5. <i>Write everything you know about the picture.</i>
<ul style="list-style-type: none"><li>Guessing the meaning of difficult words</li></ul>	written	essay	6. <i>In pairs, try to predict the meaning without opening your dictionary.</i>
<ul style="list-style-type: none"><li>Identifying main idea of the text</li></ul>	written	essay	7. <i>Based on the text, answer the following questions.</i>
<ul style="list-style-type: none"><li>Finding the detail information from the text</li></ul>	written	essay	8. <i>Based on the text, Write T if the statement is true and F if the statement is false. Correct the false statement and answer the following questions.</i>

Yogyakarta,

2014

The English Teacher

Researcher,

(Dra. Dewi Muslimah, S.pd )  
NIP /NIK : 19611202 198303 2 002

(Eni M. Muflihah)  
NIM : 09202249001

## STUDENTS' WORKSHEET

**Name :**

**Class :**

**Date :**

### Task 1

**Read the following text and then do the follow up activity.**

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learns Javanese.

Sule is very unique. His hair is long with brown and yellow color. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri).

*Adopted from <http://www.sekolahoke.com>*

### Task 2

**Write the meaning of each word on the table.**

Words	Meanings
Famous	
comedian	
fluently	
Unique	
slanting	
ridiculous	
Joke	
laughing	

**Task 3**

**Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.**

Statements	T/F	Correction
1. His full name is Entis Sule	F	His full name is Entis Sitisna
2. Sule was born on 15 November 1976 in Bandung, East Java		
3. Sule is an artist and very unique people.		
4. His hair is long with brown and yellow color. He has oval face, pointed nose and brown eyes		
5. Sule is famous comedian in Bandung		

**Task 4**

**Read the following text carefully and answers the following questions.**

**Fatin X Factor**

Her full name is Fatin Shidqia Lubis but people call her Fatin. She is a young talented singer. She started to become a new idol when she performs a cool song "Grenade" of Bruno Mars. The little lady was born in Jakarta on 30 July 1996.

Fatin is a cute girl. She is short but good looking. Fatin always wears her veil on every performance. Fatin has a unique husky voice. Because of the voice, the juries of X-Factor often give her compliments. The voice also brings her to be the winner of the contest.

*Adopted from <http://www.sekolahoke.com>*

Questions:

1. Who is in the passage?
2. When she was born?
3. How does she look like?
4. What is her full name?
5. "... the juries of X-Factor often give her compliment." (Paragraph 2)  
What is the meaning of the underline word?

## LESSON PLAN

School	: SMP N 1 Mlati
Subject	: English
Class/Semester	: VII/2
Text Type	: Descriptive
Theme	: <b>Our famous football player</b>
Skill	: Reading
Time Allocation	: 2 x 40 minutes

### A. Standard Competence

11. Understanding meaning in very simple written short functional texts and essays in the forms of descriptive and procedure related to the surrounding environment

### B. Basic Competence

11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure accurately, fluently, and acceptably related to the surrounding environment.

### C. Teaching Objective

At the end of the lesson, students are expected to be able to find some information from a descriptive text accurately, fluently, and acceptably.

### D. Indicators

1. Identifying words related to the picture.
2. Guessing the meaning of words from the text
3. Finding main ideas of the text.
4. Finding the detail information from the text



## E. Teaching Materials

### Descriptive text about people/artists

Bambang Pamungkas was born on 10 June 1980 in Getas, Semarang, Indonesia. His tall was 171 cm. He has short black hair. His nickname is Bepe and Bambang. He is an Indonesian professional footballer who plays for Pelita Bandung Raya at 9 December 2013 in the Indonesia Super League and previously the Indonesia national football team. His natural position is striker and His number is 20. Bambang made his name in South East Asian football when he scored the only goal for Indonesia at the 2002 Tiger Cup semifinal against Malaysia and was the tournament's top scorer with eight goals.

Bambang is married to Tribuana Tungga Dewi. He has three children: Salsa Alicia, Jane Abel, and Syaurya Abana. He has 6 siblings and he is second youngest of 7 children. He likes reading and cooking, and has ambitions to become a teacher or a chef once his footballing career is over. As a public figure, Bambang has appeared in many product endorsements, including for Biskuat, Ti Phone, Nike, and Bodrex.

*Adapted from <http://en.wikipedia.org>*

- **Introducing how to find topic, title and main idea in the text**

- e. Topic is the subject matter of the sentences in a paragraph, and it is therefore the answer to the question: what (who) is the paragraph about?
- f. Topic is not a sentence but it can be stated in a word or phrase that can be put as a title of the text.
- g. Main idea is sentence or sentences that provide the general message regarding that topic. Sometimes main idea is not stated explicitly in any sentence, so the readers have to put it into the reader's own words.
- h. Title can be put from a topic of the text.

## F. Teaching Method

### *Three phase technique*

- g) *pre-reading* :asking some questions related to the topic will be discussed.
- h) *whilst-reading* :Explaining the descriptive text by giving examples of descriptive text and reading the text.
- i) *post-reading* :doing the follow up activities and summarizing the lesson.

## G. Teaching and Learning Process

Learning Activities	Time
<p><b>Pre-teaching</b></p> <p>45) The teacher greets and asks the students' condition.</p> <p>46) The teacher leads praying.</p> <p>47) The teacher checks the attendance list.</p> <p>48) The teacher tells the objective of the lesson by saying <i>"Today we are going to talk about describing people"</i></p>	5'
<p><b>While Teaching</b></p> <p><b>g. Pre – Reading</b></p> <p><b>K (what I know) stage (Elicit Prior Knowledge)</b></p> <p>49) The teacher shows a picture to the students and distributing KWL charts.</p> <p>50) The teacher asks some questions related to the picture. <i>"Who is this? Have you ever seen this boy? where?"</i></p>	10'
<p>51) The teacher asks students to predict words and write everything they have already known related to the picture and the title of a text in <i>What I Know</i> column.</p>	5'
<p><b>W (What I want to Know) stage (set a purpose of reading)</b></p> <p>52) After these activities, the teacher asks to the students to write what they want to know about the topic in <i>What I want to Know</i> column.</p>	
<p><b>h. Whilst Reading</b></p> <p><b>L (What I Learn) stage (monitor Reading Comprehension)</b></p> <p>53) Then the teacher gives a text, asks students to skim the text in order to check their words, and find the answers of their own questions in <i>What I want to Know</i> column.</p> <p>54) If they find the answers, they have to write it down in <i>What I Learn</i> column.</p> <p>55) The teacher asks the students to read the text in depth.</p> <p>56) The teacher asks the students to highlight difficult words.</p> <p>57) The teacher asks to the students to write new information they find in the text in</p>	30'

What I Learn column.	
58) The teacher asks the students to present their KWL chart and discusses the students' work in KWL chart.	25'
59) The teacher explains how to find topic, main idea and supporting details of a text/passage.	
<b>i. After Reading</b>	
60) The teacher asks the students to read a new text.	5'
61) The teacher asks the students to do comprehension questions.	
62) The teacher and the students discuss the answer of the questions.	
63) The teacher asks the students to have a group discussion and present the result of the discussion in the class.	
<b>Post Teaching</b>	
64) The teacher and the students sum up the lesson.	
65) The teacher asks the students' difficulty during the lesson.	
66) The teacher ends the class by saying "OK, let's call it a day and see you next meeting"	

## H. References

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VII*. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Descriptive texts from internet adapted from:  
<http://en.wikipedia.org>

## I. Media:

7. Whiteboard
8. LCD projector
9. Pictures

## J. Assessment

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"><li>Identifying words related to the picture.</li></ul>	written	essay	9. <i>Write everything you know about the picture.</i>
<ul style="list-style-type: none"><li>Guessing the meaning of difficult words</li></ul>	written	essay	10. <i>In pairs, try to predict the meaning without opening your dictionary.</i>
<ul style="list-style-type: none"><li>Identifying main idea of the text</li></ul>	written	essay	11. <i>Based on the text, answer the following questions.</i>
<ul style="list-style-type: none"><li>Finding the detail information from the text</li></ul>	written	essay	12. <i>Based on the text, Write T if the statement is true and F if the statement is false. Correct the false statement and answer the following questions.</i>

Yogyakarta,  
2014

The English Teacher

Researcher,

(Dra. Dewi Muslimah, S.pd )  
NIP /NIK : 19611202 198303 2 002

(Eni M. Muflihah)  
NIM : 09202249001

## STUDENTS' WORKSHEET

**Name :**

**Class :**

**Date :**

### Task 1

**Read the following text and then do the follow up activity.**

Firman Utina was born on 15 December 1981 in Manado. He is an Indonesian professional football player. He plays as an attacker midfielder. His height is 166 cm. His weight is 65 kg. His back number is 15. Firman is married to Marita Yustika and have two children, Raihan Putra Utina and Salsabila putri Utina.

He is playing for the Indonesia national football team and he is chosen as the Man of the match for Indonesia against Bahrain match in Asian Cup 2007 in Group D. Indonesia win 2-1 because of his contribution for Indonesian goal, which was scored by Bambang Pamungkas and Budi Sudarsono. It was Indonesia's first win in Asian Cup 2007 in Group D. Now, he is one of the most important elements in Indonesia national team. He currently plays for Indonesian Super League Club Persib Bandung.

Firman is an explosive player that burst past oppositions and mesmerized with his footwork and agility, often taking on whole defenses on his day. He captained Indonesia at the 2010 AFF Suzuki Cup. He was the tournament most valuable player.

*Adapted from <http://en.wikipedia.org>*

### Task 2

**Write the meaning of each word on the table.**

No.	Words	Meanings
1.	Professional	
2.	Match	
3.	Contribution	
4.	Chosen	
5.	Currently	

6.	League	
7.	Burst	
8.	Opposition	
9.	Mesmerized	
10.	Defenses	
11.	Valuable	
12.	Element	
13.	Weight	
14.	Explosive	
15.	Past	

### **Task 3**

**Read the following text carefully and answers the following questions.**

What is the topic of the text?

What does the first paragraph tell you about?

How does Firman Utina look like?

## LESSON PLAN

School	: SMP N 1 Mlati
Subject	: English
Class/Semester	: VII/2
Text Type	: Descriptive
Theme	: Animals
Skill	: Reading
Time Allocation	: 2 x 40 minutes

### **A. Standard Competence**

11. Understanding the meaning in very simple written short functional texts and essays in the forms of descriptive and procedure related to the surrounding environment

### **B. Basic Competence**

11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure accurately, fluently, and acceptably related to the surrounding environment.

### **C. Teaching Objective**

At the end of the lesson, students are expected to be able to find some information from a descriptive text accurately, fluently, and acceptably.

### **D. Indicators**

1. Identifying words related to the picture.
2. Guessing the meaning of words from the text
3. Finding main ideas of the text.
4. Finding the detail information from the text

## **E. Teaching Materials**

### **Descriptive text about animals**

Rabbits come from North America but now they are found in every part of the world. They live in families or in groups. In the wild, rabbits live in burrows, that they dig themselves. A group of rabbits living together in a burrow is called a warren.

Rabbits have large ears. They also have two sets of incisor teeth, one behind the other. They eat vegetables and hay. Rabbit habitats include meadows, woods, forests, grasslands, deserts and wetlands.

Rabbits are mammals. A male rabbit is called a Buck, and a female is called a Doe. A baby rabbit is called a kit, which is short for kitten. Rabbits have a gestation period of around 31 days.

Predators of the rabbit include bears, domesticated cats and dogs, foxes, raccoons, snakes and even some humans. People are also known to go shooting rabbits. The expected lifespan of a rabbit is about 9 to 12 years. The oldest rabbit on record was 18 years old.

*Adapted from <http://mastugino.blogspot.com> and <http://en.wikipedia.org>*

## **F. Teaching Method**

### *Three phase technique*

- j) *pre-reading* :asking some questions related to the topic will be discussed.
- k) *whilst-reading* :Explaining the descriptive text by giving examples of descriptive text and reading the text.
- l) *post-reading* :doing the follow up activities and summarizing the lesson.



## G. Teaching and Learning Process

Learning Activities	Time
<p><b>Pre-teaching</b></p> <p>67) The teacher greets and asks the students' condition.</p> <p>68) The teacher leads praying.</p> <p>69) The teacher checks the attendance list.</p> <p>70) The teacher tells the objective of the lesson by saying <i>"Today we are going to talk about describing animals "</i></p> <p><b>While Teaching</b></p> <p>j. Pre – Reading</p> <p><b>K (what I know) stage (Elicit Prior Knowledge)</b></p> <p>71) The teacher shows a picture to the students and distributing KWL charts.</p> <p>72) The teacher asks some questions related to the picture. <i>"What is it? What is in your mind when you see this picture?"</i></p> <p>73) The teacher asks students to predict words and write everything they have already known related to the picture and the title of a text in <i>What I Know</i> column.</p> <p><b>W (What I want to Know) stage (set a purpose of reading)</b></p> <p>74) After these activities, the teacher asks to the students to write what they want to know about the topic in <i>What I want to Know</i> column.</p> <p>k. Whilst Reading</p> <p><b>L (What I Learn) stage (monitor Reading Comprehension)</b></p> <p>75) Then the teacher gives a text, asks students to skim the text in order to check their words, and find the answers of their own questions in <i>What I want to Know</i> column.</p>	<p>5'</p> <p>10'</p> <p>5'</p> <p>30'</p>

<p>76) If they find the answers, they have to write it down in <i>What I Learn</i> column.</p> <p>77) The teacher asks the students to read the text in depth.</p> <p>78) The teacher asks the students to highlight difficult words.</p> <p>79) The teacher asks to the students to write new information they find in the text in <i>What I Learn</i> column.</p> <p>80) The teacher asks the students to present their KWL chart and discusses the students' work in KWL chart.</p> <p>81) The teacher explains how to find topic, main idea and supporting details of a text/passage.</p> <p><b>I. After Reading</b></p> <p>82) The teacher asks the students to read a new text.</p> <p>83) The teacher asks the students to do comprehension questions.</p> <p>84) The teacher and the students discuss the answer of the questions.</p> <p>85) The teacher asks the students to have a group discussion and present the result of the discussion in the class.</p> <p><b>Post Teaching</b></p> <p>86) The teacher and the students sum up the lesson.</p> <p>87) The teacher asks the students' difficulty during the lesson.</p> <p>88) The teacher ends the class by saying "<i>OK, let's call it a day and see you next meeting</i>"</p>	<p>25'</p> <p>5'</p>
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## H. References

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VII*. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.

- Descriptive texts from internet  
<http://www.exploringnature.org>  
<http://mastugino.blogspot.com>  
<http://www.blogkata.com>  
<http://en.wikipedia.org>

#### **I. Media:**

10. Whiteboard
11. LCD projector
12. Pictures

#### **J. Assessment**

<b>Indicators</b>	<b>techniques</b>	<b>Forms</b>	<b>Instruments</b>
<ul style="list-style-type: none"> <li>• Identifying words related to the picture.</li> </ul>	written	essay	<i>13. Write everything you know about the picture.</i>
<ul style="list-style-type: none"> <li>• Guessing the meaning of difficult words</li> </ul>	written	essay	<i>14. Match these words with their meanings. In pairs, try to predict the meaning without opening your dictionary. Look at the example.</i>
<ul style="list-style-type: none"> <li>• Identifying main idea of the text</li> </ul>	written	essay	<i>15. Based on the text, answer the following questions</i>
<ul style="list-style-type: none"> <li>• Finding the detail information from the text</li> </ul>	written	essay	<i>16. Based on the text, answer the following questions.</i>

Yogyakarta,  
2014

Teacher

Researcher ,

(Dra. Dewi Muslimah, S.pd )  
NIP /NIK : 19611202 198303 2 002

(Eni M. Muflihah)  
NIM : 09202249001

## STUDENTS' WORKSHEET

Name :

Class :

Date :

### Task 1

Read the following text and then do the follow up activity.

Line 5

#### The Elephant

Elephants are the largest living land mammals which are best known for their huge size, unique body parts, social behavior, and longevity. Elephants can live for up to 70 years. They live in tight social units led by an older matriarch. Males leave the herd between the ages of 12 and 15 years.

Elephants are herbivores and eat all types of vegetation such as grasses, leaves, fruits, and bark. They spend about 16 hours a day eating. They consume as much as 495 pounds of food per day.

Although elephants have a large body, their eyes are small and its eyesight is poor. It also happens for their ears. Although the size of their ears is large, the elephant's hearing is poor. It is because elephant's ears are used to aid ventilation.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. An elephant is really a smart animal.

### Task 2

Match these words. Try to predict the meaning based on the text without opening your dictionary. Number one is done for you.

Words	Meaning
a. Longevity (n) <b>5</b>	1. membantu
b. eyesight (n)	2. rumput
c. aid (v)	3. teman
d. Servant (n)	4. memakan
e. Vegetation (n)	<b>5. Panjang umur</b>
f. Strength (n)	6. penglihatan
g. Intelligence (n)	7. Kulit kayu
h. Grass (n)	8. Tumbuh-tumbuhan
i. Bark (n)	9. kecerdasan
j. consume (v)	10. membuka
	11. kekuatan

**Task 3**

**Based on the text, answer the following questions.**

Questions:

1. What is the topic of the text?
2. What does paragraph two tell you about?
3. What is elephants' unique social behavior?
4. Why does the author say that elephants are best known for their longevity?
5. Why is elephants' hearing poor?
6. From the text above, it can be implied that elephants spend much of their time in a day for ....
7. "It also happens for their ears"?(line 9).  
What does the word "it" refers to?

## LESSON PLAN

School	: SMP N 1 Mlati
Subject	: English
Class/Semester	: VII/2
Text Type	: Descriptive
Theme	: The Interesting Tour Places
Skill	: Reading
Time Allocation	: 2 x 40 minutes

### **A. Standard Competence**

11. Understanding the meaning in very simple written short functional texts and essays in the forms of descriptive and procedure related to the surrounding environment

### **B. Basic Competence**

11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure accurately, fluently, and acceptably related to the surrounding environment.

### **C. Teaching Objective**

At the end of the lesson, students are expected to be able to find some information from a descriptive text accurately, fluently, and acceptably.

### **D. Indicators**

1. Identifying words related to the picture.
2. Guessing the meaning of words from the text
3. Finding main ideas of the text.
4. Finding the detail information from the text

## **E. Teaching Materials**

### **Descriptive text about places**

#### **GEMBIRALOKA ZOO**

Gembira Loka Zoo is located 4 kilometers east from the center of city, Yogyakarta. The area about 19.88 hectares and divided by Gajah Wong river. The east and south side of the zoo is surrounded by big trees. It also has the list of mounted plans; also it has two artificial lakes which are use as a play arena for water duck and small boat, beside that it has mini train and animal's play.

Gembira Loka Zoo has many kinds of animals. It includes orang utan, chimpanzee, saltwater crocodile, Malayan tapir, kangaroo, Sumatran tiger, silver pheasant, cassowary, green peafowl, owls, pythons, cobra, zebra, hippopotamus, birds, giraffes, fishes, wild buffalos, beavers, elephants, and bears.

There are so many animal in this zoo and visitor might get tired seeing all of them at once, but even with that the feeling of overwhelmed soon will disappear because they found a sense of happiness and satisfied especially if friend and family came along. If they feel thirsty, there are a lot of people who sell drink and food inside the zoo. Besides, there are tremendous people who sell all kind of souvenirs and they have so many things to choose.

*Adopted from <http://www.kitareview.com>*

## **F. Teaching Method**

### *Three phase technique*

- m) *pre-reading* :asking some questions related to the topic will be discussed.
- n) *whilst-reading* :Explaining the descriptive text by giving examples of descriptive text and reading the text.
- o) *post-reading* :doing the follow up activities and summarizing the lesson.

## G. Teaching and Learning Process

Learning Activities	Time
<p><b>Pre-teaching</b></p> <p>89) The teacher greets and asks the students' condition.</p> <p>90) The teacher leads praying.</p> <p>91) The teacher checks the attendance list.</p> <p>92) The teacher tells the objective of the lesson by saying "<i>Today we are going to talk about describing people</i>"</p> <p><b>While Teaching</b></p> <p><b>m. Pre – Reading</b></p> <p><b>K (what I know) stage (Elicit Prior Knowledge)</b></p> <p>93) The teacher shows a picture to the students and distributing KWL charts.</p> <p>94) The teacher asks some questions related to the picture. "<i>What is this? Have you ever seen this picture? where?</i>"</p> <p>95) The teacher asks students to predict words and write everything they have already known related to the picture and the title of a text in <i>What I Know</i> column.</p> <p><b>W (What I want to Know) stage (set a purpose of reading)</b></p> <p>96) After these activities, the teacher asks to the students to write what they want to know about the topic in <i>What I want to Know</i> column.</p> <p><b>n. Whilst Reading</b></p> <p><b>L (What I Learn) stage (monitor Reading Comprehension)</b></p> <p>97) Then the teacher gives a text, asks students to skim the text in order to check their words, and find the answers of their own questions in <i>What I want to Know</i> column.</p> <p>98) If they find the answers, they have to write it down in <i>What I Learn</i> column.</p> <p>99) The teacher asks the students to read the text in depth.</p> <p>100) The teacher asks the students to highlight difficult words.</p> <p>101) The teacher asks to the students to write new information they find in the text in <i>What I Learn</i> column.</p>	<p>5'</p> <p>10'</p> <p>5'</p> <p>30'</p>



102) The teacher asks the students to present their KWL chart and discusses the students' work in KWL chart.	
103) The teacher explains how to find topic, main idea and supporting details of a text/passage.	25'
<b>o. After Reading</b>	5'
104) The teacher asks the students to read a new text.	
105) The teacher asks the students to do comprehension questions.	
106) The teacher and the students discuss the answer of the questions.	
107) The teacher asks the students to have a group discussion and present the result of the discussion in the class.	
<b>Post Teaching</b>	
108) The teacher and the students sum up the lesson.	
109) The teacher asks the students' difficulty during the lesson.	
110) The teacher ends the class by saying "OK, let's call it a day and see you next meeting"	

## H. References

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VII*. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Descriptive texts from internet  
<http://www.kitareview.com>  
<http://www.indonesia-tourism.com>

## I. Media:

13. Whiteboard
14. LCD projector
15. Pictures

## J. Assessment

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"><li>Identifying words related to the picture.</li></ul>	written	essay	<i>17. Write everything you know about the picture.</i>
<ul style="list-style-type: none"><li>Guessing the meaning of difficult words</li></ul>	written	essay	<i>18. In pairs, try to predict the meaning without opening your dictionary.</i>
<ul style="list-style-type: none"><li>Identifying main idea of the text</li></ul>	written	essay	<i>19. Based on the text, answer the following questions.</i>
<ul style="list-style-type: none"><li>Finding the detail information from the text</li></ul>	written	essay	<i>20. Based on the text, Write T if the statement is true and F if the statement is false. Correct the false statement and answer the following questions.</i>

Yogyakarta,

2014

Teacher

Researcher,

(Dra. Dewi Muslimah, S.pd )  
NIP /NIK : 19611202 198303 2 002

(Eni M. Muflihah)  
NIM : 09202249001

## STUDENTS' WORKSHEET

Name :

Class :

Date :

### *Task 1*

**In pairs, arrange these jumbled paragraphs into a coherent text then do the following activity.**

**Parangtritis** is a popular tourist beach and village area on the southern coast of **Java** in the **Bantul Regency** within the province of the **Yogyakarta Special Region**. There is a good road to the area which is about 30 km south of the **city of Yogyakarta**, located just on the border between Bantul and **Gunung Kidul** regencies.

Quite large crowds of mainly local tourists visit Parangtritis over weekends and at holidays. Larger tourist buses as well as various types of cheaper minibuses ply the route to the beach from Yogyakarta. There are local tourist facilities at Parangtritis including parking arrangements, modest hotels which provide visitors with places to change and shower, and small restaurants. Often small ponies or horse-drawn carts can be hired for rides along the beach. Tourists also visit some of the various caves and springs in the cliffs and hills near Parangtritis, such as the Gua Tapan cave and the Beji spring, which are quite close to the beach.

Parangtritis is sometimes said to be a place to meet the legendary **Nyai Loro Kidul** (also known as *Ratu Kidul*) or 'Queen of the South'. Local folklore warns visitors not to wear green clothes or the *Ratu Kidul* is likely to try to entice the wearer into the ocean to drown. The beach is not really a good swimming beach. Drownings are unfortunately not uncommon at Parangtritis partly because many Indonesians have never had the opportunity to learn to swim and partly because a channel, strong rips and sizable waves often occur off the beach.

**Task 2**

Write the meaning of each word and phrase on the table without open your dictionary, based on the text above.

No.	Words	Meanings
1.	Southern coast	
2.	Regency	
3.	Border	
4.	Cheaper	
5.	Route	
6.	Including	
7.	Arrangement	
8.	Modest	
9.	Cave	
10.	Cliffs	
11.	Drowning	
12.	Folklore	
13.	Warn	
14.	Ride	
15.	Sizable	

**Task 3**

Answer those questions below based on information from the text in Task 1.

**Questions:**

1. What is the topic of the text?
2. What does first paragraph tell you?
3. Are there any facilities for local tourist at Parangtrities? What are they?
4. Why the Parangtritis' visitors can not wear green clothes?
5. Why Parangtrities beach is not really good swimming beach?

## LESSON PLAN

School	: SMP N 1 Mlati
Subject	: English
Class/Semester	: VII/2
Text Type	: Descriptive
Theme	: place
Skill	: Reading
Time Allocation	: 2 x 40 minutes

### **K. Standard Competence**

11. Understanding the meaning in very simple written short functional texts and essays in the forms of descriptive and procedure related to the surrounding environment

### **L. Basic Competence**

11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure accurately, fluently, and acceptably related to the surrounding environment.

### **M. Teaching Objective**

At the end of the lesson, students are expected to be able to find some information from a descriptive text accurately, fluently, and acceptably.

### **N. Indicators**

1. Identifying words related to the picture.
2. Guessing the meaning of words from the text
3. Finding main ideas of the text.
4. Finding the detail information from the text

## **O. Teaching Materials**

### **Descriptive text about places**

#### **Borobudur Temple**

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

<http://typesoftext.blogspot.com>

- **Introducing how to find topic, title and main idea in the text**

- Topic is the subject matter of the sentences in a paragraph, and it is therefore the answer to the question: what (who) is the paragraph about?
- Topic is not a sentence but it can be stated in a word or phrase that can be put as a title of the text.
- Main idea is sentence or sentences that provide the general message regarding that topic. Sometimes main idea is not stated explicitly in any sentence, so the readers have to put it into the reader's own words.
- Title can be put from a topic of the text.

## **P. Teaching Method**

### *Three phase technique*

- p) pre-reading* :asking some questions related to the topic will be discussed.

- q) *whilst-reading* :Explaining the descriptive text by giving examples of descriptive text and reading the text.
- r) *post-reading* :doing the follow up activities and summarizing the lesson.

## Q. Teaching and Learning Process

Learning Activities	Time
<p><b>Pre-teaching</b></p> <p>111) The teacher greets and asks the students' condition.</p> <p>112) The teacher leads praying.</p> <p>113) The teacher checks the attendance list.</p> <p>114) The teacher tells the objective of the lesson by saying “<i>Today we are going to talk about describing people</i>”</p>	5'
<p><b>While Teaching</b></p> <p><b>p. Pre – Reading</b></p> <p><b>K (what I know) stage (Elicit Prior Knowledge)</b></p> <p>115) The teacher shows a picture to the students and distributing KWL charts.</p> <p>116) The teacher asks some questions related to the picture. “<i>What is this? Have you ever seen this picture? where?</i>”</p> <p>117) The teacher asks students to predict words and write everything they have already known related to the picture and the title of a text in <i>What I Know</i> column.</p> <p><b>W (What I want to Know) stage (set a purpose of reading)</b></p> <p>118) After these activities, the teacher asks to the students to write what they want to know about the topic in <i>What I want to Know</i> column.</p>	10'
<p><b>q. Whilst Reading</b></p> <p><b>L (What I Learn) stage (monitor Reading Comprehension)</b></p> <p>119) Then the teacher gives a text, asks students to skim the text in order to check their words, and find the answers of their own questions in <i>What I want to Know</i> column.</p> <p>120) If they find the answers, they have to write it down in <i>What I Learn</i> column.</p> <p>121) The teacher asks the students to read the text in depth.</p> <p>122) The teacher asks the students to highlight difficult words.</p> <p>123) The teacher asks to the students to write new information they find in the text in <i>What I Learn</i> column.</p> <p>124) The teacher asks the students to present their KWL chart and discusses the students' work in KWL chart.</p> <p>125) The teacher explains how to find topic, main idea and supporting details of a text/passage.</p>	5'
	30'

<p><b>r. After Reading</b></p> <p>126) The teacher asks the students to read a new text.</p> <p>127) The teacher asks the students to do comprehension questions.</p> <p>128) The teacher and the students discuss the answer of the questions.</p> <p>129) The teacher asks the students to have a group discussion and present the result of the discussion in the class.</p> <p><b>Post Teaching</b></p> <p>130) The teacher and the students sum up the lesson.</p> <p>131) The teacher asks the students' difficulty during the lesson.</p> <p>132) The teacher ends the class by saying "OK, let's call it a day and see you next meeting"</p>	<p>25'</p> <p>5'</p>
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## R. References

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VII*. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Descriptive texts from internet  
<http://www.exploringnature.org>  
<http://www.sekolahoke.com>  
<http://www.blogkata.com>  
<http://2.bp.blogspot.com>

## S. Media:

16. Whiteboard
17. LCD projector
18. Pictures



## T. Assessment

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"><li>Identifying words related to the picture.</li></ul>	written	essay	<i>21. Write everything you know about the picture.</i>
<ul style="list-style-type: none"><li>Guessing the meaning of difficult words</li></ul>	written	essay	<i>22. In pairs, try to predict the meaning without opening your dictionary.</i>
<ul style="list-style-type: none"><li>Identifying main idea of the text</li></ul>	written	essay	<i>23. Based on the text, answer the following questions.</i>
<ul style="list-style-type: none"><li>Finding the detail information from the text</li></ul>	written	essay	<i>24. Based on the text, Write T if the statement is true and F if the statement is false. Correct the false statement and answer the following questions.</i>

Yogyakarta,  
2014

Teacher

Researcher,

(Dra. Dewi Muslimah, S.pd )  
NIP /NIK : 19611202 198303 2 002

(Eni M. Muflihah)  
NIM : 09202249001

## STUDENTS WORKSEET

Name:

students Number:

Text 1

### **Borobudur Temple**

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Line 5

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Line 10

Borobudur temple which is rededicated as an Indonesian monument in 1983 is

### **Task 1**

**Read the following text and then do the follow up activity.**

### **Taronga Zoo**

Taronga Zoo is the major zoo in Australia. It is located in Sydney, New South Wales. It occupies a 33-hectare location. The name “taronga” is an aboriginal name. It means “water view”.

Line 5

The Zoo has Australia’s finest collection of native Australian animals and many exotic species. It has kangaroos, wallabies, and koalas. Those animals can be seen from a close distance. There are platypuses, echidnas, and New Zealand kiwis in the Nocturnal House. There are also gorillas in the New Gorilla Tropical Forest. All animals in the zoo are kept very well. They are kept in the environment that is like their natural habitat. Taronga is usually used as a site for specific research, conservation, and education. It also offers a range of educational and special interest tours.

Line 8

**Task 2**

**Match these words. Try to predict the meaning based on the text without opening your dictionary. Number one is done for you.**

<b>Words</b>	<b>Meaning</b>
1. Major	a. Menawarkan
2. Environment	b. Terbaik
3. Occupy	c. Jarak
4. Finest	d. Minat
5. Distance	e. Pendidikan
6. Offer	f. Lingkungan
7. Education	g. Utama
8. Interest	h. Menempati

**Task 3**

**Based on the text, answer the following questions.**

Questions:

1. Where is Taronga Zoo located?
2. What is “water view” ?
3. What are the native Australian animal and exotic species in Taronga Zoo?
4. “They are kept in the environment” (line 8)  
The underline word is refers to?

# **APPENDIX D**

## **COURSE GRID**

## COURSE GRIDE

11. Understanding the meaning in very simple written short functional texts and essays in the forms of descriptive and procedure related to the surrounding environment.

Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment		Time Allocation	Sources
				Technique	Form		
11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure accurately, fluently, and acceptably related to the surrounding environment.	1. Descriptive texts about animal (Butterfly and Panda) 2. Vocabulary related to the topic. 3. Grammar 4. KWL exercises and pictures	<b>s. Pre – Reading</b> <b>K (what I know) stage (Elicit Prior Knowledge)</b> 133) The teacher shows a picture to the students and distributing KWL charts. 134) The teacher asks some questions related to the picture. “ <i>What is it? What is in your mind when you see this picture?</i> ” 135) The teacher asks students to predict words and write everything they have already known related to the picture and the title of a text in <i>What I Know</i> column. <b>W (What I want to Know) stage (set a purpose of reading)</b> 136) After these activities, the teacher asks to the students to write what they want to know about the topic in <i>What I want to Know</i> column. <b>t. Whilst Reading</b> <b>L (What I Learn) stage (monitor Reading Comprehension)</b> 137) Then the teacher gives a text, asks students to skim the text in order	1. Identifying words related to the picture. 2. Guessing the meaning of words from the text 3. Finding main ideas of the text. 4. Finding the detail information from the text	Written	Essay	Meeting 1  2 x 40 minutes	<ul style="list-style-type: none"> <li>Priyana, Joko. 2008. <i>Scaffolding English for Junior High School Grade VII</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</li> <li>Descriptive texts from internet:  <a href="http://www.exploringnature.org">http://www.exploringnature.org</a>  <a href="http://www.blogkata.com">http://www.blogkata.com</a> </li> </ul>

		<p>to check their words, and find the answers of their own questions in <i>What I want to Know</i> column.</p> <p>138) If they find the answers, they have to write it down in <i>What I Learn</i> column.</p> <p>139) The teacher asks the students to read the text in depth.</p> <p>140) The teacher asks the students to highlight difficult words.</p> <p>141) The teacher asks to the students to write new information they find in the text in <i>What I Learn</i> column.</p> <p>142) The teacher asks the students to read aloud the text in order to check their pronunciation.</p> <p>143) The teacher asks the students to present their KWL chart and discusses the students' work in KWL chart.</p> <p>144) The teacher explains how to find topic, main idea and supporting details of a text/passage.</p> <p><b>u. After Reading</b></p> <p>145) The teacher asks the students to read a new text.</p> <p>146) The teacher asks the students to do comprehension questions.</p> <p>147) The teacher and the students discuss the answer of the questions.</p> <p>148) The teacher asks the students to have a group discussion and present the result of the discussion in the class.</p>					
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11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure accurately, fluently, and acceptably related to the surrounding environment.	1. Descriptive texts about animal (Rabbit and Elefant) 2. Vocabulary related to the topic. 3. Grammar 4. KWL exercises and pictures	<p><b>a. Pre – Reading</b>  <b>K (what I know) stage (Elicit Prior Knowledge)</b></p> <ol style="list-style-type: none"> <li>1) The teacher shows a picture to the students and distributing KWL charts.</li> <li>2) The teacher asks some questions related to the picture. “<i>What is it? What is in your mind when you see this picture?</i>”</li> <li>3) The teacher asks students to predict words and write everything they have already known related to the picture and the title of a text in <i>What I Know</i> column.</li> </ol> <p><b>W (What I want to Know) stage (set a purpose of reading)</b></p> <ol style="list-style-type: none"> <li>4) After these activities, the teacher asks to the students to write what they want to know about the topic in <i>What I want to Know</i> column.</li> </ol> <p><b>b. Whilst Reading</b>  <b>L (What I Learn) stage (monitor Reading Comprehension)</b></p> <ol style="list-style-type: none"> <li>5) Then the teacher gives a text, asks students to skim the text in order to check their words, and find the answers of their own questions in <i>What I want to Know</i> column.</li> <li>6) If they find the answers, they have to write it down in <i>What I Learn</i> column.</li> <li>7) The teacher asks the students to read the text in depth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying words related to the picture.</li> <li>2. Guessing the meaning of words from the text</li> <li>3. Finding main ideas of the text.</li> <li>4. Finding the detail information from the text</li> </ol>	Written	Essay	Meeting 2  2 x 40 minutes	<ul style="list-style-type: none"> <li>• Priyana, Joko. 2008. <i>Scaffolding English for Junior High School Grade VII</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</li> <li>• Descriptive texts from internet:  <a href="http://www.exploringnature.org">http://www.exploringnature.org</a>  <a href="http://mastugino.blogspot.com">http://mastugino.blogspot.com</a>  <a href="http://www.blogkata.com">http://www.blogkata.com</a>  <a href="http://en.wikipedia.org">http://en.wikipedia.org</a> </li> </ul>
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		8) The teacher asks the students to highlight difficult words. 9) The teacher asks to the students to write new information they find in the text in What I Learn column. 10) The teacher asks the students to read aloud the text in order to check their pronunciation. 11) The teacher asks the students to present their KWL chart and discusses the students' work in KWL chart. 12) The teacher explains how to find topic, main idea and supporting details of a text/passage. <b>c. After Reading</b> 13) The teacher asks the students to read a new text. 14) The teacher asks the students to do comprehension questions. 15) The teacher and the students discuss the answer of the questions. 16) The teacher asks the students to have a group discussion and present the result of the discussion in the class.					
11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure	1. Descriptive texts about places (Borobudur) 2. Vocabulary related to the topic. 3. Grammar	<b>a. Pre – Reading</b> <b>K (what I know) stage (Elicit Prior Knowledge)</b> 1) The teacher shows a picture to the students and distributing KWL charts. 2) The teacher asks some questions related to the picture. “ <i>What is</i>	1. Identifying words related to the picture. 2. Guessing the meaning of words from the text 3. Finding main ideas of the text.	Written	Essay	Meeting 3  2 x 40 minutes	• Priyana, Joko. 2008. <i>Scaffolding English for Junior High School Grade VII</i> . Jakarta: Pusat Perbukuan, Departemen



accurately, fluently, and acceptably related to the surrounding environment.	4. KWL exercises and pictures	<p><i>this? Have you ever seen this picture? where?"</i></p> <p>3) The teacher asks students to predict words and write everything they have already known related to the picture and the title of a text in <i>What I Know</i> column.</p> <p><b>W (<i>What I want to Know</i>) stage (set a purpose of reading)</b></p> <p>4) After these activities, the teacher asks to the students to write what they want to know about the topic in <i>What I want to Know</i> column.</p> <p><b>b. Whilst Reading</b></p> <p><b>L (<i>What I Learn</i>) stage (monitor Reading Comprehension)</b></p> <p>5) Then the teacher gives a text, asks students to skim the text in order to check their words, and find the answers of their own questions in <i>What I want to Know</i> column.</p> <p>6) If they find the answers, they have to write it down in <i>What I Learn</i> column.</p> <p>7) The teacher asks the students to read the text in depth.</p> <p>8) The teacher asks the students to highlight difficult words.</p> <p>9) The teacher asks to the students to write new information they find in the text in <i>What I Learn</i> column.</p> <p>10) The teacher asks the students to read aloud the text in order to check their pronunciation.</p>	4. Finding the detail information from the text				Pendidikan Nasional. • Descriptive texts from internet: <a href="http://www.exploringnature.org">http://www.exploringnature.org</a> <a href="http://www.sekolahoke.com">http://www.sekolahoke.com</a> <a href="http://www.blogkita.com">http://www.blogkita.com</a> <a href="http://2.bp.blogspot.com">http://2.bp.blogspot.com</a>
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		<p>11) The teacher asks the students to present their KWL chart and discusses the students' work in KWL chart.</p> <p>12) The teacher explains how to find topic, main idea and supporting details of a text/passage.</p> <p><b>c. After Reading</b></p> <p>13) The teacher asks the students to read a new text.</p> <p>14) The teacher asks the students to do comprehension questions.</p> <p>15) The teacher and the students discuss the answer of the questions.</p> <p>16) The teacher asks the students to have a group discussion and present the result of the discussion in the class.</p>					
11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure accurately, fluently, and acceptably related to the surrounding environment.	<p>1. Descriptive texts about places (Gembira Loka and Parangtritis)</p> <p>2. Vocabulary related to the topic.</p> <p>3. Grammar</p> <p>4. KWL exercises and pictures</p>	<p><b>a. Pre – Reading K (what I know) stage (Elicit Prior Knowledge)</b></p> <p>1) The teacher shows a picture to the students and distributing KWL charts.</p> <p>2) The teacher asks some questions related to the picture. “<i>What is this? Have you ever seen this picture? where?</i>”</p> <p>3) The teacher asks students to predict words and write everything they have already known related to the picture and</p>	<p>1. Identifying words related to the picture.</p> <p>2. Guessing the meaning of words from the text</p> <p>3. Finding main ideas of the text.</p> <p>4. Finding the detail information from the text</p>	Written	Essay	Meeting 4 2 x 40 minutes	<ul style="list-style-type: none"> <li>Priyana, Joko. 2008. <i>Scaffolding English for Junior High School Grade VII</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</li> <li>Descriptive texts from internet: <a href="http://www.kitareview.com">http://www.kitareview.com</a></li> </ul>

		<p>the title of a text in <i>What I Know</i> column.</p> <p><b>W (<i>What I want to Know</i>) stage (set a purpose of reading)</b></p> <p>4) After these activities, the teacher asks to the students to write what they want to know about the topic in <i>What I want to Know</i> column.</p> <p><b>b. Whilst Reading</b></p> <p><b>L (<i>What I Learn</i>) stage (monitor Reading Comprehension)</b></p> <p>5) Then the teacher gives a text, asks students to skim the text in order to check their words, and find the answers of their own questions in <i>What I want to Know</i> column.</p> <p>6) If they find the answers, they have to write it down in <i>What I Learn</i> column.</p> <p>7) The teacher asks the students to read the text in depth.</p> <p>8) The teacher asks the students to highlight difficult words.</p> <p>9) The teacher asks to the students to write new information they find in the text in <i>What I Learn</i> column.</p> <p>10) The teacher asks the students to read aloud the text in order to check their pronunciation.</p> <p>11) The teacher asks the students to present their KWL chart and discusses the students' work in KWL chart.</p> <p>12) The teacher explains how to find topic, main idea and supporting</p>					<a href="http://www.indonesia-tourism.com">http://www.indonesia-tourism.com</a>
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		<p>details of a text/passage.</p> <p><b>c. After Reading</b></p> <p>13) The teacher asks the students to read a new text.</p> <p>14) The teacher asks the students to do comprehension questions.</p> <p>15) The teacher and the students discuss the answer of the questions.</p> <p>16) The teacher asks the students to have a group discussion and present the result of the discussion in the class.</p>					
<p>11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure accurately, fluently, and acceptably related to the surrounding environment.</p>	<p>1. Descriptive texts about famous football player (Bambang Pamungkas and Firman)</p> <p>2. Vocabulary related to the topic.</p> <p>3. Grammar</p> <p>4. KWL exercises and pictures</p>	<p><b>a. Pre – Reading K (what I know) stage (Elicit Prior Knowledge)</b></p> <p>1) The teacher shows a picture to the students and distributing KWL charts.</p> <p>2) The teacher asks some questions related to the picture. “<i>Who is this? Have you ever seen this boy? where?</i>”</p> <p>3) The teacher asks students to predict words and write everything they have already known related to the picture and the title of a text in <i>What I Know</i> column.</p> <p><b>W (What I want to Know) stage (set a purpose of reading)</b></p> <p>4) After these activities, the teacher asks to the students to write what they want to know about the topic</p>	<p>1. Identifying words related to the picture.</p> <p>2. Guessing the meaning of words from the text</p> <p>3. Finding main ideas of the text.</p> <p>4. Finding the detail information from the text</p>	Written	Essay	Meeting 5 2 x 40 minutes	<ul style="list-style-type: none"> <li>Priyana, Joko. 2008. <i>Scaffolding English for Junior High School Grade VII</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</li> <li>Descriptive texts from internet adapted from: <a href="http://en.wikipedia.org">http://en.wikipedia.org</a></li> </ul>

		<p>in <i>What I want to Know</i> column.</p> <p><b>b. Whilst Reading</b></p> <p><b>L (<i>What I Learn</i>) stage (monitor Reading Comprehension)</b></p> <p>5) Then the teacher gives a text, asks students to skim the text in order to check their words, and find the answers of their own questions in <i>What I want to Know</i> column.</p> <p>6) If they find the answers, they have to write it down in <i>What I Learn</i> column.</p> <p>7) The teacher asks the students to read the text in depth.</p> <p>8) The teacher asks the students to highlight difficult words.</p> <p>9) The teacher asks to the students to write new information they find in the text in What I Learn column.</p> <p>10) The teacher asks the students to read aloud the text in order to check their pronunciation.</p> <p>11) The teacher asks the students to present their KWL chart and discusses the students' work in KWL chart.</p> <p>12) The teacher explains how to find topic, main idea and supporting details of a text/passage.</p> <p><b>c. After Reading</b></p> <p>13) The teacher asks the students to read a new text.</p> <p>14) The teacher asks the students to do comprehension questions.</p> <p>15) The teacher and the students</p>					
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		<p>discuss the answer of the questions.</p> <p>16) The teacher asks the students to have a group discussion and present the result of the discussion in the class.</p>					
<p>11.2 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive and procedure accurately, fluently, and acceptably related to the surrounding environment.</p>	<p>1. Descriptive texts about famous football player (Raffi, Fatin )</p> <p>2. Vocabulary related to the topic.</p> <p>3. Grammar</p> <p>4. KWL exercises and pictures</p>	<p><b>a. Pre – Reading</b></p> <p><b>K (what I know) stage (Elicit Prior Knowledge)</b></p> <p>1) The teacher shows a picture to the students and distributing KWL charts.</p> <p>2) The teacher asks some questions related to the picture. “<i>Who is this? Have you ever seen this boy? Where?</i>”</p> <p>3) The teacher asks students to predict words and write everything they have already known related to the picture and the title of a text in <i>What I Know</i> column.</p> <p><b>W (What I want to Know) stage (set a purpose of reading)</b></p> <p>4) After these activities, the teacher asks to the students to write what they want to know about the topic in <i>What I want to Know</i> column.</p> <p><b>b. Whilst Reading</b></p> <p><b>L (What I Learn) stage (monitor Reading Comprehension)</b></p> <p>5) Then the teacher gives a text, asks students to skim the text in order to check their words, and find the</p>	<p>1. Identifying words related to the picture.</p> <p>2. Guessing the meaning of words from the text</p> <p>3. Finding main ideas of the text.</p> <p>4. Finding the detail information from the text</p>	Written	Essay	Meeting 6 2 x 40 minutes	<ul style="list-style-type: none"> <li>Priyana, Joko. 2008. <i>Scaffolding English for Junior High School Grade VII</i>. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.</li> <li>Descriptive texts from internet:  <a href="http://www.explo ringnature.org">http://www.explo ringnature.org</a>  <a href="http://www.sekol ahoke.com">http://www.sekol ahoke.com</a>  <a href="http://www.blogk ata.com">http://www.blogk ata.com</a> </li> </ul>

		<p>answers of their own questions in <i>What I want to Know</i> column.</p> <p>6) If they find the answers, they have to write it down in <i>What I Learn</i> column.</p> <p>7) The teacher asks the students to read the text in depth.</p> <p>8) The teacher asks the students to highlight difficult words.</p> <p>9) The teacher asks to the students to write new information they find in the text in <i>What I Learn</i> column.</p> <p>10) The teacher asks the students to read aloud the text in order to check their pronunciation.</p> <p>11) The teacher asks the students to present their KWL chart and discusses the students' work in KWL chart.</p> <p>12) The teacher explains how to find topic, main idea and supporting details of a text/passage.</p> <p><b>c. After Reading</b></p> <p>13) The teacher asks the students to read a new text.</p> <p>14) The teacher asks the students to do comprehension questions.</p> <p>15) The teacher and the students discuss the answer of the questions.</p> <p>16) The teacher asks the students to have a group discussion and present the result of the discussion in the class.</p>					
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Sleman, February 19<sup>th</sup> 2014

The English Teacher

Researcher,

(Dra. Dewi Muslimah, S.pd )  
NIP /NIK : 19611202 198303 2 002

Muflihah)  
09202249001

(Eni M.  
NIM :



**APPENDIX E**

**OBSERVATION CHECKLISTS**

## Observation Checklist


Day : Wednesday  
 Date : 26<sup>th</sup> February 2014  
 Time :  
 Place : SMPN 1 MLATI (VII B)

Check each item in the column that most clearly represents your observation.

Observation Items			Reflection/Comment
Pre-teaching	Yes	No	
1. The teacher builds the students' interest and attention by introducing the topic.	✓		Descriptive text about Animal - butterfly
2. The students express their own experience and share their knowledge about the topic.	✓		The Students Comment : colorful, beautiful, etc
3.			
4.			
Whilst Teaching			
1. The teacher builds the students attention and interest by showing a picture related to the material.	✓		The teacher shows a picture of butterfly.
2. The teacher activates the students' prior knowledge by asking some questions related to the picture.	✓		What do you think of this picture?
3. The teacher explore the students' vocabulary related to the topic/picture by asking the students to predict words and write everything they have already known related to the picture or the topic of the text in <i>What I Know</i> column.	✓		The teacher gives a form The teacher ask the ss to make a group of four/five
5. The teacher builds connection between the students' prior knowledge and the new materials by asking the students to skim the text in order to check their prediction in <i>What I Know</i> column.	✓		The teacher asking the st- dents about anything related to the topic
6. The teacher guides the students to find more			

information that they haven't known by writing some questions in <i>What I Want to Know</i> column.	✓		the teacher monitor <del>them</del> and guides the students
7. The teacher asks the students to skim the text in order to find the answers of their questions in <i>What I Want to Know</i> column and write the answers in <i>What I Learn</i> column.	✓		the teacher give a text to help the students answer / fills the column task.
8. The students read the text in depth in order to find more information from the text and write the new information in <i>What I Learn</i> column.	✓		try to answer some tasks
9. The students comprehend the new material by finding the topic, main idea and supporting details of a text/passage and doing comprehension questions.	✓		75% students can comprehend the new material
<b>After Teaching</b>			
1.			
2.			

Observer,

  
Dewi Muslimah

## Observation Checklist

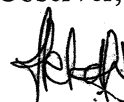
Day : Wednesday  
 Date : 26 February 2014  
 Time : 09.55 - 11.45  
 Place : Class U11 B

Check each item in the column that most clearly represents your observation.

Observation Items			Reflection/Comment
	Yes	No	
<b>Pre-teaching</b>			
1. The teacher builds the students' interest and attention by introducing the topic.	✓		It runs well.
2. The students express their own experience and share their knowledge about the topic.	✓		The students were attractive in expressing their ideas
3.			
4.			
<b>Whilst Teaching</b>			
1. The teacher builds the students attention and interest by showing a picture related to the material.	✓		
2. The teacher activates the students' prior knowledge by asking some questions related to the picture.	✓		
3. The teacher explore the students' vocabulary related to the topic/picture by asking the students to predict words and write everything they have already known related to the picture or the topic of the text in <i>What I Know</i> column.	✓		The students were noisy.
5. The teacher builds connection between the students' prior knowledge and the new materials by asking the students to skim the text in order to check their prediction in <i>What I Know</i> column.	✓		
6. The teacher guides the students to find more	✓		

information that they haven't known by writing some questions in <i>What I Want to Know</i> column.			Most of the students still find it difficult in formulating questions.
7. The teacher asks the students to skim the text in order to find the answers of their questions in <i>What I Want to Know</i> column and write the answers in <i>What I Learn</i> column.	✓		Some of the students don't know the idea of how / what to be written in L column.
8. The students read the text in depth in order to find more information from the text and write the new information in <i>What I Learn</i> column.	✓		It's better to discuss each paragraph instead of the whole text.
9. The students comprehend the new material by finding the topic, main idea and supporting details of a text/passage and doing comprehension questions.	✓		
<b>After Teaching</b>			
1.			
2.			

Observer,



Kurnia Citra Dewi

## Observation Checklist

Day : Tuesday  
 Date : 4th May 2024  
 Time : 11.30 - 13.00  
 Place : SMP N 1 MLATI

Check each item in the column that most clearly represents your observation.

Observation Items			Reflection/Comment
Pre-teaching	Yes	No	
1. The teacher builds the students' interest and attention by introducing the topic.	✓		Topic = Rabbit
2. The students express their own experience and share their knowledge about the topic.	✓		it is beautiful
3.			
4.			
Whilst Teaching			
1. The teacher builds the students attention and interest by showing a picture related to the material.	✓		
2. The teacher activates the students' prior knowledge by asking some questions related to the picture.	✓		
3. The teacher explore the students' vocabulary related to the topic/picture by asking the students to predict words and write everything they have already known related to the picture or the topic of the text in <i>What I Know</i> column.	✓		The Teacher lists the Student's answer in the board.
5. The teacher builds connection between the students' prior knowledge and the new materials by asking the students to skim the text in order to check their prediction in <i>What I Know</i> column.			The Teacher and Students discuss the answer together.
6. The teacher guides the students to find more	✓		

information that they haven't known by writing some questions in <i>What I Want to Know</i> column.			
7. The teacher asks the students to skim the text in order to find the answers of their questions in <i>What I Want to Know</i> column and write the answers in <i>What I Learn</i> column.	✓		T. give text and ask the SS to answer the question.
8. The students read the text in depth in order to find more information from the text and write the new information in <i>What I Learn</i> column.	✓		The students try to answer the question.
9. The students comprehend the new material by finding the topic, main idea and supporting details of a text/passage and doing comprehension questions.	✓		Based on teacher's explanation.
<b>After Teaching</b>			
1. Teacher gives Final task			
2.			

Observer,

*[Signature]*

Dewi Muslimah

## Observation Checklist

Day : Tuesday  
 Date : 4 March 2014  
 Time : 11.30 - 12.50 WIB  
 Place : VII B

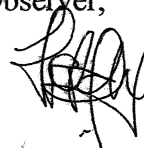
Check each item in the column that most clearly represents your observation.

Observation Items			Reflection/Comment
Pre-teaching	Yes	No	
1. The teacher builds the students' interest and attention by introducing the topic.	✓		
2. The students express their own experience and share their knowledge about the topic.	✓		The students are very enthusiastic in expressing their ideas.
3.			
4.			
Whilst Teaching			
1. The teacher builds the students attention and interest by showing a picture related to the material.			
2. The teacher activates the students' prior knowledge by asking some questions related to the picture.	✓		
3. The teacher explore the students' vocabulary related to the topic/picture by asking the students to predict words and write everything they have already known related to the picture or the topic of the text in <i>What I Know</i> column.	✓		
5. The teacher builds connection between the students' prior knowledge and the new materials by asking the students to skim the text in order to check their prediction in <i>What I Know</i> column.	✓		
6. The teacher guides the students to find more	✓		



information that they haven't known by writing some questions in <i>What I Want to Know</i> column.			
7. The teacher asks the students to skim the text in order to find the answers of their questions in <i>What I Want to Know</i> column and write the answers in <i>What I Learn</i> column.	✓		Some students don't really know what they have to do in this stage.
8. The students read the text in depth in order to find more information from the text and write the new information in <i>What I Learn</i> column.	✓		
9. The students comprehend the new material by finding the topic, main idea and supporting details of a text/passage and doing comprehension questions.	✓		
<b>After Teaching</b>			
1.			
2.			

Observer,



Kurnia Citra Dewi, S.Pd.

## Observation Checklist

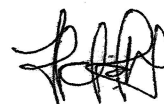
Day : Friday  
 Date : 7 March 2014  
 Time : 09.55 - 11.15  
 Place : VII B

Check each item in the column that most clearly represents your observation.

Observation Items			Reflection/Comment
Pre-teaching	Yes	No	
1. The teacher builds the students' interest and attention by introducing the topic.	✓		
2. The students express their own experience and share their knowledge about the topic.	✓		
3. Reviewing the previous meetings' vocabulary			
4.			
Whilst Teaching			
1. The teacher builds the students attention and interest by showing a picture related to the material.	✓		
2. The teacher activates the students' prior knowledge by asking some questions related to the picture.	✓		
3. The teacher explore the students' vocabulary related to the topic/picture by asking the students to predict words and write everything they have already known related to the picture or the topic of the text in <i>What I Know</i> column.	✓		
5. The teacher builds connection between the students' prior knowledge and the new materials by asking the students to skim the text in order to check their prediction in <i>What I Know</i> column.	✓		
6. The teacher guides the students to find more			

information that they haven't known by writing some questions in <i>What I Want to Know</i> column.	✓		
7. The teacher asks the students to skim the text in order to find the answers of their questions in <i>What I Want to Know</i> column and write the answers in <i>What I Learn</i> column.	✓		
8. The students read the text in depth in order to find more information from the text and write the new information in <i>What I Learn</i> column.	✓		
9. The students comprehend the new material by finding the topic, main idea and supporting details of a text/passage and doing comprehension questions.	✓		It's better to discuss each paragraph n' ask/point students to share their idea
<b>After Teaching</b>			
1.			
2.			

Observer,



Kurnia Citra Dewi, S.Pd.

# **APPENDIX J**

## **PERMISSION LETTERS**





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0178/UN.34.12/DT/II/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

11 Februari 2014

Kepada Yth.

Bupati Sleman

c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman

Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***IMPROVING THE READING COMPREHENSION OF GRADE VII STUDENTS OF SMPN 1 MLATI USING K-W-L (KNOW-WANT-LEARN) TECHNIQUE AT THE ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : ENI MUTHIATUL MUFLIAH  
NIM : 09202249001  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Februari – April 2014  
Lokasi Penelitian : SMPN 1 Mlati

Untuk dapat terlaksananya maksud tersebut; kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



a.n. Dekan  
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMPN 1 Mlati





PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH  
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN IJIN**  
070 /Reg / VI / 246 / 2 / 2014

Membaca Surat : Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta Nomor : 0178/UN.34.12/DT/II/2014  
Tanggal : 11 Februari 2014 Perihal : Izin Penelitian  
Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIIJINKAN** untuk melakukan kegiatan survei/penelitian/pengembangan/pengkajian/studi lapangan kepada:

Nama : ENI MUTHIATUL MUFLIAH NIP/NIM : 09202249001  
Alamat : FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA  
Judul : IMPROVING THE READING COMPREHENSION OF GRADE VII STUDENTS OF SMPN 1 MLATI USING K-W-L (Know-Want-Learn) TECHNIQUE AT ACADEMIC YEAR OF 2013/2014  
Lokasi : KABUPATEN SLEMAN  
Waktu : 11 Februari 2014 s/d 11 Mei 2014

**Dengan Ketentuan:**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan naskah cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal 11 Februari 2014

An. Sekretaris Daerah  
Asisten Perekonomian dan Pengembangan  
Ub.  
Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH.  
NIP. 19880120 198503 2 003

**Tembusan:**

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 Bupati Sleman cq. Ka. Kesatuan Bangsa
- 3 Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- 4 Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
- 5 Yang bersangkutan





## BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511

Telepon (0274) 868800, Faksimilie (0274) 868800

Website: slebankab.go.id, E-mail : bappeda@slebankab.go.id

### SURAT IZIN

Nomor : 070 / Bappeda / 716 / 2014

### TENTANG PENELITIAN

### KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.  
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Nomor : 070/Kesbang/698/2014  
Hal : Rekomendasi Penelitian

Tanggal : 25 Februari 2014

### MENGIZINKAN :

Kepada :  
Nama : ENI MUTHIATUL MUFLIAH  
No.Mhs/NIM/NIP/NIK : 09202249001  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta  
Alamat Rumah : Klawe Sidomulyo Kebon Agung Pacitan  
No. Telp / HP : 087751965399  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**IMPROVING THE READING COMPREHENSION OF GRADE VII STUDENTS AT SMPN 1 MLATI USING K-W-L (KNOW-WANT-LEARN) TECHNIQUE AT THE ACADEMIC YEAR OF 2013/2014**  
Lokasi : SMP N 1 Mlati Sleman  
Waktu : Selama 3 bulan mulai tanggal: 25 Februari 2014 s/d 25 Mei 2014

### Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 25 Februari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM

Pembina, IV/a

NIP 19630112 198903 2 003

### Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Mlati
5. Ka. SMP N 1 Mlati Sleman
6. Dekan FBS-UNY
7. Yang Bersangkutan